THE JOURNAL OF EDUCATION

Volume 131 NOVEMBER, 1948 Number 8

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As we go to press . . .

We are about to make a confession. We always have misgivings when we decide to focus attention on some particular topic in an issue of the Journal. Will the topic interest all our readers or cause some of them to feel left out? That is our first worry. Our second is this: Will the material we deliberately assemble for that issue be as constructive as we wish it to be; also sufficiently well rounded and complete to justify the title of the issue?

In the present instance, such worries have gradually yielded place to feelings of gratification, as we have seen the Creative Teaching Number shaping up.

Take the symposium on *Vitalizing Our Schools.* The statements from men and women occupying different posts of responsibility are so replete with sound ideas as almost to form a new charter for the next decade.

Other articles indicate the need for making instruction more effective or point to some of the ways these needs can be met. Were it ever safe to claim that a particular issue of our magazine is inspiring, that claim could be made for this one.

If any school officer at any time is seized with the notion that all his teachers might enjoy the Journal, or that the issue of a certain month might profitably form the basis of a faculty discussion, such things can be managed. It is possible, you know, to place one or more subscriptions in every school. A number of superintendents already do this, and their regular unsolicited renewals prove the plan a good one.

Again, if extra copies of any given month are needed for distribution to staff members, we are usually able to supply them at short notice from the overrun we try to have for just such purposes. Issues less than a year old can be ordered in any quantity from a dozen up, at 25 cents each.

And so to the main performance.

XUM

Your Textbook Reporter

Human Relations in the Classroom

Society spends millions on jails and asylums and on psychiatric specialists to patch up broken lives, while pretty much neglecting the causes that lie deep in the beginnings of human character and personality development. With a view to meeting those causes as they occur in growing boys and girls, the Delaware Society for Mental Hygiene has published a book for teachers—its title: *Human Relations in the Classroom.*

Designed for the sixth and seventh grades, this manual employs the story and discussion method for bringing emotional conflicts into the open and leading children to see their own difficulties and if possible reduce or overcome them. There have been other books with similar aims and procedures. Success in the use of any such book depends largely upon the soundness of the psychology contained in the lessons themselves and, of course, upon the teacher. The authors of the Delaware lessons have been unusually successful in making their material practical and teachable, avoiding technical terms that might discourage the average teacher, and steering clear of moralizing which the average youngster abhors.

The lessons are already in wide use and are endorsed by leading authorities. Volumes for other grades are promised. One purpose is to discover those children who are not socially acceptable to their mates and, without open exposures, to ascertain what are the reasons and if possible to bring about the needful changes. The lessons undoubtedly go to the roots of many a personality problem and should be instrumental in rendering a great service to the citizens of tomorrow.

HUMAN RELATIONS IN THE CLASSROOM. Bullis and O'Malley. The Delaware State Society for Mental Hygiene, Wilmington. $3.00.

Psychology for Living

The word "Psychology" is almost as appealing to the ears of youth as the heavehoing of the latest jive. Thus motivation is inherent in a subject that sets out to show the how and why of human behavior. Only to be able to predict what Miss H. will ask on the exam or to detect the inmost feelings of that boy or girl friend—these are tricks worth knowing.

The authors of *Psychology for Daily Living* have taken perfectly fair advantage of all such ready-made curiosity in producing a book that delves into a thousand aspects of the mind, deals concretely with each one of them and neatly capitalizes upon the interest of the students for their individual self-improvement. Emotions, attitudes and habits are viewed in relation to problems of studying, thinking, growing up, choosing a mate, adjusting in marriage, getting and holding a job. No doubt there was a reason for putting marriage before the job, but the young folk should be warned by somebody if only in a footnote.

The part we should like to see strengthened in the next edition is that which considers the bearing of scholarship on success—in college and in life. Few indeed are the employers who ask for report cards. Yet the importance of scholarship should be upheld by other arguments. Moreover, the inadequacy of scholarship alone requires fuller treatment.

PSYCHOLOGY FOR LIVING. Sorenson and Malm. McGraw-Hill Book Company, New York. $3.00.

Everyday Problems Of American Democracy

Comes a new edition of *Everyday Problems of American Democracy,* with fresh chapters on international tensions, intergroup understanding, labor and colonial policies.

The book fairly bristles with questions the young citizen should think about. Each problem is presented in a form to awaken interest. Needful backgrounds of fact are given. Discussion is stimulated with a variety of opinion feelers. Then follows a massing of points useful in debate of some main question already vexing the public and its legislative representatives in state or national capitals. Pupils are encouraged and helped to base their conclusions on valid evidence, not emotions or prejudice. Issues include federal aid to farming, home building, health and education. World trade policies are considered. So of course is world peace and the conflict between democracy and totalitarianism.

The text is designed for use in recitation and discussion classes or as an adjunct to workshop methods where these are preferred. It manages an atmosphere of up-to-dateness despite the changes reported daily in the press. In fact each day's events should grow more interesting as the study of this text continues, while the day's events, in turn, should contribute immensely to the course herein outlined. Many good points are brought out with pictures and the volume has an attractive get-up generally.

EVERYDAY PROBLEMS OF AMERICAN DEMOCRACY. John T. Greenan. Houghton Mifflin Company, Boston. $2.96.

Basic Reading Skills

Either their last year's teacher taught them very little or else the summer vacation caused them to forget. Let us assume it was the latter. If the things they have forgotten had to do with reading, so that as ninth graders some of them don't seem able to get what is in the books, there is a scheme already devised for brushing up the gray matter. Its title, *Basic Reading Skills,* has more teacher appeal than lure for the learner, but the learner, once exposed, may like it well enough to play along and become a better reader. He is persistently pursued with paragraphs to read and extract the meaning from, words to figure out from the context, challenges to that lazy mechanism of thought. If all this were done with stubtoed sentences to draw upon, the study would have few by-products of value. But the selections are generally well written, exciting, and on the right level to interest the youth of gangling age—say fifteen. Eight pages of notes for teachers wind up the book and show just how to use it in winding up the pupils to read more rapidly and effectively.

BASIC READING SKILLS. Gray, Horsman, Monroe. Scott, Foresman and Company, Chicago.

Introduction to Literature

We suspect a conspiracy on the part of three professors and a publisher to impose upon college freshmen the burden of having to think. First the plotters produced a volume called *Toward Liberal Education.* This we reported upon in September. Now, from the same source, comes an *Introduction to Literature.*

The case against the conspirators would be much stronger had they not managed to infuse so much life and freshness into their two collections of selections. The challenge to think is less distressing when thinking is rewarded by getting somewhere worth while.

The plan of the literature text is somewhat parallel to that of the earlier number. The major categories are: Man the Individual, Man on Beauty, Man's Universe,

Man and Man, Man's Beliefs. Anything you can't slip into one of those pigeonholes had better remain on the floor for the sweeper to dispose of. On the other hand, a trio of editors must be careful to exclude from the pigeonholes the trash that so easily passes for literature, but has only the form and not the substance. Apparently the anthology before us is an unusually good one. Drawing mainly upon English and American authors, it shows no prejudice against the very modern nor against writers who for one reason or another did not write in English. Bits of Euripides, Turgenieff, and Balzac, for example, have been translated into this make-them-think-and-make-them-like-it compendium.

INTRODUCTION TO LITERATURE. Locke, Gibson and Arms. Rinehart and Company, New York. $2.75.

I Learn from Children

Caroline Pratt, now 81, and principal emerita of the City and Country School on West 12th Street, New York, looks back over the founding and development of that institution and records her experiences in *I Learn from Children.*

Miss Pratt started her school with a half dozen five-year-olds in a two-room apartment in Greenwich Village. She was convinced that children are eager to learn, if only you can discover ways that are natural to them and avoid artificially imposed methods that make them allergic to education. She saw that they like to learn by doing. So she provided them with blocks and other simple materials, took them to visit streets and wharves, and soon had them building toy boats, simulating the loading and unloading of cargoes and otherwise imitating the work of grownups. How the school gradually expanded to include older children, how arithmetic and reading were taught in connection with activities, how personality problems were met and dealt with, all are interestingly related in a book replete with anecdotes and cases. Here apparently is a successful experiment along progressive lines. The school conducted a camp in the country to supplement what could be observed in city limits. The pupils constructed their own play city. They wrote and acted their own little dramas. They made their own little readers. There was a conscious effort throughout, not so much to supply motivation as to make use of the motivation existing in the child. Miss Pratt did learn from children and children benefitted from her knack of turning her discoveries to good account in teaching. Other teachers will enjoy this chance to share the author's secrets—especially those many teachers who have observed the school in operation at any time since 1914.

I LEARN FROM CHILDREN. Caroline Pratt. Simon and Schuster, New York. $2.75.

New Threats to American Freedom

Under the title *New Threats to American Freedom,* Dr. Robert Cushman of Cornell University adds another illuminating study to the steadily mounting list of Public Affairs pamphlets.

The "new threats" cited by the author are more the general dangers arising from the public's state of mind in a period of cold war, iron curtains, fear of Soviet spying and penetration and atomic rivalry than any specific measures like the Mundt Bill or the congressional investigations of un-American activities, though Dr. Cushman thinks these measures should be viewed with caution. In the case of the congressional inquiries, he makes the obvious criticisms of loose definition, a non-judicial atmosphere, and faulty inferences. However, the greater portion of the booklet is devoted to sketching the development of civil rights concepts and practices in the United States over the years since the Constitution was written without a bill of rights. Viewed thus historically, civil rights appear to have made substantial gains as time went on and one case after another called forth Supreme Court decisions regarding the fair treatment of racial and religious minorities and against infringements upon liberties of the press. One finds here more to be encouraged than to be alarmed over. Yet the new perils are very real, and Dr. Cushman advises citizens to be on the alert lest fear itself may cause the loss of individual freedoms which must be preserved and extended. The moral is, "Use your heads!"

NEW THREATS TO AMERICAN FREEDOM. Robert Cushman. Public Affairs Committee, New York. $.20.

Audio-Visual Techniques

Modern teaching demands the use of many different devices appealing to senses of sight, hearing, touch and the rest. Hence the value of a compendium such as *Audio-Visual Techniques,* which gathers and classifies all the principal tools and describes the function of each.

What impresses the reviewer most is the comparatively small place occupied by motion pictures in the total of these resources available and recommended. There are field trips, plants and animals alive or preserved, specimens of this and that, visits to museums, and the use of miniatures from dioramas to puppet shows. There are crafts and hobbies—even the album of postage stamps. There are maps and globes also—and respectful allusions to the textbook with its charts, diagrams and pictures, not to mention its reading matter. If there is any avenue to the mind that awaits utilization, this snug little volume tries to point it out for teachers and teachers in preparation.

How to keep the accumulated materials against the psychological moment—where to make the showings—all are covered in practical fashion. Emphasis is wisely placed upon the need for proper timing, lest the audio-visual assistance be wasted. Again there is the strong hint that some one teacher in the school be responsible for turning on the gadgets as required, and that this teacher be not expected to do it as a work of love in addition to a full schedule. Much specific reference material is given throughout and especially in the appendix.

AUDIO-VISUAL TECHNIQUES. Chandler and Cypher. Noble and Noble, New York. $3.50.

Speech and Voice Correction

Persons concerned with the correction of speech and voice defects will find here much of the scientific knowledge so far gathered on these matters summed up by a score of specialists. This collection of essays possibly contains more mysterious technical terms than any book recently published. It treats more different defects than most of us ever knew existed. It discloses what the experts in seventeen army centers discovered or developed in trying to improve the speech of service men injured in the late war. There are chapters on stammering and a dozen other oral handicaps; on teaching the deaf, on remedial reading—highly critical and unorthodox; on betterment of the voice in speaking and again in singing. The publishers have tried to overlook no important phase of the subject in hand. If the result falls short of easy reading, it may at any rate inform those more fully who already know their way around in this region of inquiry. In a word, it is definitely an advanced course, and replete with up-to-date material for the erudite.

SPEECH AND VOICE CORRECTION. Edited by Emil Froeschels. Philosophical Library, New York.

XUM

EDITORIALS

Upgrading of Teachers

Educational authorities in the State of Maine are meeting the problem of teacher shortages and sub-standard or uncertified teachers with exemplary wisdom and vigor. The expected result, according to Commissioner Ladd, is the greatest upgrading of teachers in Maine's history.

The legislature helped by providing subsidies to school districts in proportion to the number of state-certified teachers employed by each. But in order to be thus certified, an emergency or sub-standard teacher must have done a bit of studying — namely the equivalent of six semester hours. Some teachers attended summer classes in order to qualify, but a good many either could not or would not do so. This put many superintendents in a fix. No certificate, no subsidy. Maybe the Commissioner would shut his eyes and sign certificates regardless. But no. This would be unfair to those teachers who had studied in good faith.

So what does Dr. Ladd do but persuade his five normal schools to conduct Saturday classes for teachers within a reasonable radius. For others, there are correspondence courses furnished by the state university. Local workshops are set up in various districts and in these workshops the materials and outlines of the correspondence courses will be studied and discussed.

Some superintendents may still be embarrassed by much-needed members of their teaching staffs who refuse to grasp the opportunities held out to them. The Commissioner advises these superintendents to exercise their ingenuity, and they will need a lot of it.

Meanwhile the experiment in pulling emergency teachers up to standard goes forward, and Maine hopes to overcome its shortage without having to call in candidates from other states where they are equally in demand.

We like the Commissioner's attitude toward certification — that it is not an end in itself but an incentive to real self-improvement of the teacher in his or her profession. That alone is its excuse.

One Leads to Another

The statistical habit is like the drink habit. No matter how much a fellow gets, he still craves more — in the case of statistics, to satisfy his appetite for exact truth.

Take the question of which state pays its teachers the highest salaries. Secretary Arvie Eldred of the New York State Teachers' Association has compiled figures to prove that some one else's figures on teachers' salaries in that state are deceptive. He instances the fact that averages for the state are relatively high because the 31,000 teachers in New York City are paid so much more than their upstate colleagues. He indicates that the average for the whole state is $3,500; that for the City of New York being $4,400 and for the rest of the state $2,900.

He might have gone on to reduce the entire business of average salaries to an absurdity by separating Buffalo and the other large centers from the smaller places and so on down to villages and isolated rural districts. How happy some teachers in that state, or any other would be to receive an "average" salary.

Secretary Eldred compares New York salaries with those of California and the State of Washington, to the glorification of those two West Coast areas, especially the one farther north. It would be hard to deny that particular comparison if one wanted to do so. Yet the thirsty statistician will go on asking about the cost of living in the respective regions, the tax deductions and so forth. There isn't any end to it. So why not see that teachers are well enough paid to build up the profession — and then hire only the ones that will do a first rate, conscientious job?

Bus Responsibility

Experience with school buses has shown that, while the percentage of accidents is very small, tragic mishaps sometimes occur and are always just around the corner if drivers are careless or poorly trained, or if equipment is faulty. Sometimes, of course, some other driver is to blame. Buses are difficult targets to miss when an onrushing car or truck is badly managed. Hence the need for double caution on the part of all bus drivers, especially those entrusted with a load of youngsters.

Safety experts frequently warn school heads to make sure their drivers are well selected and well trained for the highly responsible work they do. The trouble is that drivers in many instances are outside the school authority. Many times the buses are privately owned and operated under contract by men the owners provide. Even where the buses are school property, appointments of operators may be based on politics, not competence.

School buses should either be owned and operated by the schools themselves or, if hired from others, should be closely and effectively supervised by school officers.

Once vested with authority equal to their responsibility, school administrators can ill afford to neglect their duties respecting pupil transportation. Being an accessory to wholesale slaughter isn't funny.

How Much "Potential"?

Whoever sets out to teach needs vastly more behind his teaching than mere halfway knowledge of the day's lesson. He needs to know the subject cold. He needs to understand it ten times better than he expects his pupils to understand it at the moment. The teacher's own grasp of the subject in all its bearings is more important than his choice of a lesson plan or technique. If his teaching has the pressure of plentiful knowledge behind it, some of

this will be almost certain to pass into the heads he hopes to penetrate. This assumes a reasonable degree of ability to sense the difficulties of the pupils and to meet them skilfully.

But there is much more to potential than mere knowledge of the subject in hand. There is faith in the educational process. There is intellectual sincerity. There is a desire to help. And there is one's entire background of character, of reading and reflection, one's experience of living and one's social attitude and purpose.

Everything one is, and has, is behind that one day's lesson.

Teaching is no job for a shallow person, an intellectual or moral weakling. It is a challenge to the deep and strong, the faithful and high minded — those with much to give and a talent for giving it.

Many who call themselves teachers are like the worn out dry cell that can't even ring a doorbell.

Main Line Americans

It is encouraging to note occasional signs that those native American better known as Indians are gaining some of the rights so long denied to them under state and federal laws. These have treated them as wards and step-children of the government — a policy that has not made for their improvement as human beings and has thus been false to democratic theory and practice.

Among recent gains secured by American Indians are two that relate to suffrage. A high state court in Arizona and a special federal court holding session in New Mexico have ruled that Indians may vote in those two states. These rulings should affect almost 100,000 individuals, save for the fact that many of them cannot read and write. Apparently effective schooling has not been handed about very generously among our real Americans.

Speaking of schools for Indians, the little magazine Indian Truth (Philadelphia) reports the gradual closing of federally conducted boarding schools in sections where Indian and white populations have merged. Instruction in such cases becomes a responsibility of the state, aided to some extent by federal subsidies. These educational transfers take place slowly, but they indicate further betterment of conditions for our Indian friends as they emerge from dependency to citizenship.

Heredity and Speech

Why do the Chinese have such difficulty pronouncing "r"? Why does the average German stumble over his English "th" and make it sound like"d"? Why do Frenchmen take to nasal tones and other characteristic forms of utterance? Why, in short, are there so many differences in speech or dialect in different regions, countries and localities?

Until recently these questions have remained a mystery. Scholars were familiar with Grimm's Law of Consonants, which merely described, without explaining, the manner in which the same word varied from one language to another. Today we have new evidence that throws a little more light upon the reason for those variations.

Dr. Cyril Darlington, a British geneticist, declares, first, that people of different regions are born with different shapes of tongue and throat; second, and more to our surprise, that recent investigations of blood groups indicate that certain speech characteristics appear to go with certain types of blood. For illustration, he takes the pronunciation of "th." This is easily achieved, not only by Anglo-Saxons, but also by Icelanders, Norwegians, Danes, Spaniards, Greeks, some Arabs, and by other Asiatics through South India, Burma, Siam and China. And among all these peoples the prevalent type of blood is the so-called "O" variety.

The proof may still be pretty slender — proof, that is, that speech forms in general are determined by heredity instead of regional preference and customs. Yet the geneticist's discovery is interesting and it opens our eyes to new fields of study.

What sort of blood is found in New England, the South, the West — yes, and Brooklyn?

Election In Retrospect

The campaign is over. Mr. Truman has won, the experts are confounded and the candidates can rest their weary limbs and voices.

Republicans have discovered that their return to legislative power two years ago was not the beginning of a great swing to conservatism, but a temporary experiment.

The period of seesawing and divided responsibility is over. The main responsibility of government will rest with the victorious party.

The United States has served notice that its foreign policy will continue. If Mr. Truman profits from the criticism of his political opponents, he will try a little harder to make that policy consistent and continuous.

The small showing of the Progressives, led by Henry Wallace, must have come as a surprise and a disappointment to the Kremlin. Scarcely more than a million votes were cast for Wallace, and these included many who are not communists, but the non-militant, who believed in the Wallace theory that the Soviets are reasonable fellows who will settle down and be nice, if only we treat them as friends and brothers. All of us would like to believe this if we could.

A fine feature of the American system is the way the citizens who were unsuccessful at the polls accept the verdict calmly and in good spirit. This is due in part to the democratic tradition, but it is also based on faith in the constitution, which protects minorities and prevents the party in power from taking undue advantage of its situation.

Grave problems at home and abroad call for solution in the months ahead. Let us hope the solutions will be just and wise.

Truman the campaigner, Truman the party leader, has become the President of all the people.

XUM

WHAT TEACHING OUGHT TO BE

GRACE BEMENT

DO YOUR teachers love their jobs?....Is your school, despite current handicaps, a place where inspirational teaching can go on? ....

Those who hold responsible positions in education know the magnitude of the present school crisis. We know that teacher's salaries should be raised—they will be raised. But higher salaries will not cure the situation. They will relieve certain anxieties, but they will not put into teaching the joy which vitalizes it.

Teaching a child can be a thrilling experience—stimulating, broadening, absorbing, filled with satisfaction. Recently, I heard a very great teacher at a New England college close her Bible study course with these words: "I shall give this course again next year—not because I am trying to save souls, not because I want to add to your intellectual equipment, but because I am having such delight in doing it."

But teaching a child can also be a stultifying experience — deadening, narrowing, half-hearted, filled with frustrations and boredom. And it is not a teacher's salary which makes the difference.

I know a school—a private school —where, for a quarter of a century, the salaries were shockingly low, even with their inclusion of living expenses within the school. The teachers there were on twenty-four-hour duty—on call day and night. Each of them taught an academic subject all morning, carried some extra-curricular activity every afternoon, shared housemothering or house-fathering responsibilities, and worked on papers and academic preparation in the evening. Yet positions on that faculty staff were in demand. The terms of service in that school ran from two years to twenty; a ten-years' stay was the average. What was the secret?

Every candidate for teaching was told that work there would be creative, exciting, and exhausting; that the children would be normal and consequently potential; that he would be given certain objectives but that he would be free to reach those goals in his own way; that any books which he wanted, whether for study or for leisure, would be bought and put on the school shelves; that his daily living with the children in the school would be as important for them as his teaching; and that his own emotional balance was a fundamental necessity. A few applicants were frightened away—as they should have been; but the type of teacher which that school enrolled recognized and accepted the challenge.

Those teachers were allowed to develop the human material entrusted to them into effective, happy boys, and girls. An arithmetic lesson became a lesson in living as well; an English lesson was not a textbook affair only, but a study in communications; history and geography were vitalized, as the children were led to see their significance in relation to their own lives of today and tomorrow.

Athletic activities were not just the learning to apply certain rules of the games being played; the important part was the way in which those rules were applied and used. Sportsmanship became a pattern of living.

And so both work and play were fun—fun for the teachers, fun for the child. Work and play were not confused in the children's mind, but they were enjoyed equally—and they were equally educative.

Informal education went on constantly. Plenty of good magazines lay about for the children; the casual reading habit was established painlessly; the comics were crowded out.

Results—and even the hope of results—were so stimulating to all those teachers that school vacations were often felt to be an interruption. As a matter of fact, this was true of many of the children, too.

Has your school such a staff? It could have—it should have, if the children are to have the chance they deserve. What can you do about it?

First, screen the teaching personnel. There are thousands of persons in the profession who do not even like children. Some are using it as a stopgap, some as a stepping-stone to another kind of work, some are there just because the opportunity offered and there were no real interest elsewhere. Take them out!

Then, when sure of that eager interest in children as well as of the love of teaching, fill your candidate with reverence for every child's potentiality. Remind him that he cannot know what great ones of the earth are standing or sitting or wriggling before him; remind him that Jesus and Socrates and Shakespeare were once just little boys.

And then—give your teacher a chance for his own creative work. Initiative will develop with opportunity and its responsibilities. No closely supervised job can have the joy and vitality that can one which, with objectives clearly defined, is to be worked out step by step.

Are you satisfied with your school committee? How many educators are on it—real educators?

Do children in your school feel that their principal is sympathetic or is he a terror to them? Is a talk with him a privilege or a dread? This is important, for he can set the atmosphere of the entire school.

Is there beauty in your school? There should be; children spend many hours a day in it. Perhaps, too, the beauty of the school is the only beauty in some child's life.

Generally speaking, our present school conditions are pretty bad. I believe, however, that they must become still worse before we will rouse ourselves to make them over. But, when we do, let's not fool ourselves into thinking that that corrective is simply money. It is money plus a great deal more.

For one thing, we must stop ask-

ing the impossible of our teachers. I talked a few days with an alert, sympathetic, eager woman who has been giving all that she had to her public school grade. She is both able and conscientious; but she was handling thirty-five children whom she was expected to educate. She was close to discouragement because of the limited time that she could give to teaching. Seventy-five per cent of her day was taken by discipline; and these children were normal, of good background, and in no instances disciplinary "problems." When will we wake up? When will we act?

Too many citizens speak of "giving the teacher a place in the community," of "sharing our social life with the teacher." People could not say these things if they did not feel teachers to be inferior to themselves in one way or another. If our teachers truly are, then they should not be intrusted with the care of children for hours and hours of every day.

Our teachers should have social as well as academic standing; with assurance born of self-respect they should "take" their place in the community; they should determine their own social life, in which citizens should be proud to share; they should have so much to give that just being with them would be privilege for children. This is not an Utopian ideal; I have seen it in process—and I have seen the children's gains.

Today, when all of us realize that education is at a crossroads, we must move at once to change existing conditions. Schools must become centers of happy teaching and effective learning. Children can't wait.

What More Can We Do to Vitalize Our Schools?

A Symposium

An Educational Psychologist

By making our fears and the fears of children the focus of attention we can achieve a new liveliness in teaching. The essential goal of modern education must be emotional education. The world badly needs a generation with the emotional stature to face down the gremlins made bloodthirsty by our collective weakness in coping with the social and moral aspects of our scientific "achievements."

Our generation and the next will be continually handicapped in using our knowledge if we are forever distracted by the feeling that there are boogeymen loose behind our backs and that we dare not turn around to face them. We have an ominous premonition that some of the boogeymen will turn out to be real, live, genuine, man-eating ogres whose breath will be poisonously laden with bacteriological and radioactive agents if not scorching atomic fire.

Fear is all the more potent because the good people in our lives, our parents, and teachers, have used it over and over again "for our own good." As long as educators, both in school and out, feed terror, anxiety and worry in children, there can be no surprise when adults are driven illogically by those same hobgoblins. Recent research by Frenkel-Brunswick at the Institute of Child Welfare, California, reveals that among children reared by stern, fear-inspiring methods one finds rigid personality structures making for strong prejudices and a clinging to solutions which worked in the past even when, in a new situation, they have become inefficient.

A first step, and this is proposed in all seriousness, is for school faculty meetings to make lists, and good honest ones too, of their fears. Let the children also list their worries. Then let each group, at its own level, examine the fears, to determine which are justified, and where they are justified, what can be done about them.

When fears begin to die from exposure to light, we may find that their going has relieved mankind of their favorite plagues: prejudice, war, and tyranny.

WILLIAM W. WATTENBERG
Wayne University,
Detroit, Michigan

A High School Principal

It is not a simple matter to state in this short space ways and means for the revitalization of our schools. Whatever is said will tend to be an oversimplification of the case. In my own experience, however, I have found an ABC reminder to be most helpful when planning for further growth and development.

ACTIVITY — That school is vital where both teachers and pupils are alive to the growth and demands of a school. Teachers cannot do all the giving without sometime wearing out. Pupils and parents cannot do all the receiving without sometime becoming satiated. The right kind of purposeful activity will find pupils interested in their daily work, teachers interested in sports and extra curricular activity, parents interested in the financial support of the schools and their varied activities. Administration must take care that there is genuine growth and proper short range and long range planning, however, or the whole structure collapses of its own weight through the lack of a good foundation. This leads to our second point . . .

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BELONGING — That school is vital where its pupils and parents "belong" as much as the teachers. This is perhaps the most difficult to attain. Only through constant superior service to much more than the academic needs of youth will thus be reached. The full development of this phase can come only when there is close harmony with the child and the home. The health, social and moral growth of the child, his development at work and at play must be more and more co-ordinated by the school if this sense of "belonging" is to be realized.

CHARACTER — Give your school a character if it is to be vital. Just as there is no person exactly like another, so communities and schools must be different. School X must differ from School Y because its pupils are different. School character and school color results from the moulding of a school to its community needs. Only when parents, pupils and teachers unite to work for the commonweal will our schools be vital and meaningful.

Like all great issues, however, the solution is not as simple as A. B. C.

ROBERT G. ANDREE
Headmaster, Brookline (Massachusetts) High School

A Textbook Editor

FIRST, *we can want education intently.* Professionals and laymen alike, we hold education in too little esteem. We are not supremely convinced that real hope for the future lies in giving each succeeding generation superior training. We need wholeheartedly to believe in education, talk education, defend education support education, and exalt education as the greatest constructive instrument of human progress.

SECOND, *we can vitalize ourselves.* Each person identified with education needs to rededicate himself to greater individual effort. Each layman needs to make up his mind that the success or failure of the educational process is his business, and act accordingly. We can accomplish near miracles in education if the latent potentiality we possess is energized, concentrated, and released.

THIRD, *we can work together.* Too much energy, professional and lay alike, is misspent on details of disagreement. Too much selfish concern is given to who-will-get-credit-for-what. We need to focus on big issues that we can agree on and work toward, such as

1. a larger percentage of our national income invested in education
2. equal opportunity for every child, youth, and adult in America to secure the education he needs or desires
3. recognition that elementary education is at least equal in importance to secondary and higher education
4. recruitment to the teaching profession of men and women whose character, personality, intellect, and leadership qualities best fit them to be teachers
5. generous and wise provision for preservice training of teachers, and continuing opportunities for inservice growth, increased efficiency, and public recognition
6. more teachers with smaller classes to permit individualized instruction
7. all the "tools of learning" teachers need to do their best job
8. adequate, decent, safe, attractive, modern, efficient, school buildings
9. teaching that is related to life as it must be lived today in community, state, nation, and the world.

EDWARD M. TUTTLE
Editor-in-Chief, Row, Peterson and Company, Evanston, Illinois

A Civic Leader

I have no trick panacea for the schools. Socrates could teach as he walked through the streets and groves of Athens and Mark Hopkins on a log with a boy on the other end. For mass education in 20th century America the tools and trappings are more elaborate and costly. But it is still true that the heart and core of good teaching is the relationship between the individual pupil and his teacher.

This being true, it seems obvious that red tape should be cut to a minimum; that classes should be small enough for the interplay of personalities; that flexibility of approach to any subject should be permitted; that teachers should not be moved around in mid-term like checkers.

There have never been enough good teachers. Recently there has been a shortage of teachers of any kind. We cannot, now, place our first emphasis upon higher standards for teachers, though these are needed. Instead, we must start a movement toward the teaching profession of young people capable of superlative teaching. When this happens, conditions will be such that teachers now mediocre will improve.

But first, non-teaching citizens must consciously accept a major responsibility for school conditions. They must come to fearful realization that our democracy will fail without the education of every citizen to his highest capacity. They must genuinely believe that a good teacher is the most valuable constructive force in their community. As taxpayers they must be ready to provide such teachers with salaries that reflect the esteem in which they are held, and with working conditions favorable to successful teaching. This means clean, comfortable classrooms, classes not too large, appropriate instructional materials, few interruptions to teaching, and the fine stimulation of expressed appreciation and co-operation from parents and community.

In such a school climate good administration and high standards for teachers can be insisted upon. Teachers who obviously command the liking and respect of the adults will be admired and imitated by the young fry and good teaching will be the rule.

MRS. JOHN LEONARD HANCOCK
Editor, "Chicago's Schools," Citizens' School Committee, Chicago, Illinois

A Teacher

Television is no longer "just around the corner." It has pushed through America's front doors and soon will be all over the house. Yet thousands of American schools still teach as if even radio had never been invented. As for movies, teachers are still, on the whole, unequipped to utilize them in the classroom. In short, education can be vitalized by using,

increasing and integrating all modern tools of education *today*, not two decades from now.

Some time ago, New York City, one of the nation's best school systems, lost over 18,000 pupils who took jobs for the summer and did not return in the fall to complete their education. A survey elicited the major reason from the pupils attending academic and vocational high schools alike — "The schools fail to offer courses which hold our interest."

In other words we must vitalize and perhaps even glamorize our curriculum. If "school is life" there must not be a sharp schism between school and life at about 3 P. M. Comic books, modern dancing, and television should be part of the curriculum, adapted to the individual growth level, and harnessed for constructive educational purposes. It is quite possible to invest the educational process with fun, excitement, and exhilaration.

Whereas elementary schools are slowly breaking away from traditional teaching of highly departmentalized subjects, and are beginning to stress the "whole experiences of children," secondary schools generally still hew to the "subject-specialist" line.

All levels, in order to vitalize education, should develop the philosophy of placing, first, the development of emotional maturity and the living of useful and happy lives before the stress on unrelated subject matter. We must further emphasize and achieve character traits of daily intelligent adjustment to problems of living.

Teachers who can produce such an American of tomorrow, must be secure themselves, mentally and financially, and thoroughly trained in broad, scientific professional technics. A good teacher almost always can overcome the handicap of inadequate and outdated classrooms. Also, tests evaluating teacher personality rather than the grasp of subject matter should be devised and given by Boards of Education.

Salary commensurate with such high requirements must be provided by the community. The latter further should go out actively and search out the cream of its graduates for the teaching profession. The communities should be taught the values of excellent educational systems, for then we will get with less struggling, better school buildings, facilities and supplies. Unless we teach for social action, we shall not get that type of dynamic citizenship so sorely needed in the United States today.

In addition, we must educate each American to his *full potential*. We must break the still prevailing rigid concept that college education is only for the financial or intellectual élite.

In conclusion, schools must have more freedom generally to experiment, to create a more varied curriculum for the sake of constant freshness. Then will education begin to approach not only a vital state, but also a more effective and satisfying one. Then perhaps, American youth, more secure and more confident than they are today, will stride forth smilingly both to master and resolve the manifold difficulties of an atomic age and also to serve mankind.

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The National PTA

Unquesionably the emphasis in the title of this symposium should be on the third word—*we*. And by *we* I mean everybody — parents, teachers, all of us who, as American citizens, pay the taxes that support our public school system. The schools are ours. To them we entrust our most precious possessions, our children. In them are our partners in the educative process, educators who can give their best service *only* when they have our complete confidence and understanding.

Because there are still among us some who have been slow to appreciate the need, and perhaps, also, because all of us have not accepted our full measure of personal responsibility for meeting it, we continue to hear on every side those tragic words *educational crisis, teacher shortage*, and *inequality of educational opportunity*. Taken all together these words mean only one thing — that public education has far to go before its goal can be attained. It is supposed to reach every child; yet 6,000,000 children are denied its advantages. It is supposed to grow, advance with the times, nourished by public interest and public esteem; yet it is crippled by lack of funds. Surely our schools should have so much prestige that there could be no question either of finances or of personnel — at least so long as we are a solvent nation.

Education has always been the central concern of the National Congress of Parents and Teachers. For nearly fifty-two years we parent-teacher members have been fighting for our schools — to make them ever better, ever more sensitive to the educational needs of the times. Through experience we have worked out effective ways of accomplishing these ends, as is proved by our long record of successful achievement.

At present we have set up four specific educational goals under an intensive, nation-wide Four-Point Program in which education is the second major point: (1) To strengthen public support of local, state, and national legislation designed to obtain adequate funds for the schools and to equalize educational opportunities. (2) To establish teachers' salary schedules beginning at $2,400 for four-year college graduates with professional training. (3) To give the teacher his just and due position in the community, so that the profession will attract the finest of our young people, to keep standards of certification at a high level, and to carry on teacher-recruitment campaigns in local communities. (4) To promote a more active lay participation in the shaping of school policies and also to give the schools all possible support in their plans to modernize their programs, buildings, and facilities.

This determined drive by 5,000,000 P.T.A. members has already made remarkable headway. But we cannot stop to rejoice, for much hard work remains undone. And for the doing, not one of us can be spared — and surely none of us will ask to be excused! If only *all* parents and *all* teachers will unite! We must once and for all make a frontal attack on the problems still to be solved. It is up to us as a responsible American citi-

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zenry to build so broad and firm an educational structure that our schools will never again be vulnerable and our children's educational future will be gloriously assured.

MRS. L. W. HUGHES
President, National Congress of Parents and Teachers.

A UNESCO Expert

Too often the vitality of the American high school is in the out-of-class activities. Students are intensely interested in the athletic contests, dances, and parties, the school newspaper, the annual, student government, the orchestra, dramatics, and the like, while many are bored by the academic class activities and accept them as a kind of forced tie-in-sale which they must accept in order to participate in the things which they really enjoy and which socially seem of greater importance to them. This is no doubt an overdrawn picture, but it has enough truth in it to provide a lead for the general vitalization of secondary education.

Many schools have made their programs more vital by breaking down the boundaries between out-of-class and in-class activities. Students who have special talents are given regular credit for such activities as the school newspaper, the annual, orchestra and the like. But this is not enough. The greatest need is that all academic classes be organized around projects that are as real and vital to students as normal out-of-class activities. The science class can attack directly the improvement of community sanitation and health. The civics class can study the school government directly and seek to improve it. The literature class can approach the study of international relations through the study of national literatures. The American history class can investigate the history of the local community and its place in the history of the nation. These ideas are by no means new. They are being applied in many schools. But if education is to be vitalized, they need to be employed more generally and to result in a fundamental reorganization of the school curriculum.

Another means of vitalizing the school is through an employment of more attractive and varied materials. School textbooks are becoming more attractive but there is still room for improvement. Here, too, there should be a wider use of newspapers, pamphlets, periodicals, charts, graphs, maps, motion pictures, film strips, slides, photographs, recordings, the radio, and other materials from the immediate environment. In this connection there is a greater need for using related materials and content more extensively. In the study of history, for example, literature, art and music materials should be used in their proper context. This will not only add vitality and interest, but also will deepen understanding, insight and appreciation.

Another way to increase vitality is to improve methods. Teaching should be based on the steps in reflecting thinking: (1) the recognition and analysis of what is to be studied; (2) the collection, organization, and interpretation of relevant information; and (3) the formulation, verification, and application of conclusions. Group activity in the classroom can demonstrate the values of democracy. Students can work as a team employing mutual respect, cooperation, and reason as they deal with vital and significant subjects. Leadership and responsibility can be shared and each student can feel a sense of worth from making a contribution to the achievement of the objectives of the group and by having that achievement recognized.

Finally, the school needs to be made more a part of the larger community. Classes should deal with vital problems in the local community and should study and participate in the web of interdependence that ties the local community with the nation and world.

Camp experiences should be utilized more widely, and student groups, wherever possible, should travel, work, and study in different parts of the United States and in other countries of the world. Then, as knowledge learned in school is applied out-of-school, classwork will take greater vitality and significance, and the student will develop his competence as a worthy citizen of his school, community, nation, and of an interdependent world.

I. JAMES QUILLEN,
UNESCO Specialist, on leave from Stanford University.

A Superintendent

What Can We Do? Take a good look at the conditions which are most directly affecting our teachers as a professional group. Think about the inducements which must be offered to the increasing number of persons who should be joining that group within the next ten years. For unless citizens of this country become more aware of the great need for teachers, especially elementary school teachers, and help to do something to improve the inducements, we shall realize the greatest loss in educational vitality that our nation has experienced in a generation.

Give vitality to the entire teaching group of this nation by strengthening now our elementary school teacher group. Look *first* at their working conditions because in too many instances they are being asked to instruct too many pupils in their classrooms. Look *secondly* at their salaries because too many of them are not paid on an adequate salary scale. Look *thirdly* at their professional training requirements because they are out of proportion to the teaching load and the pay (when compared with other teaching groups.) These three "looks" should help our citizens understand why there will not be more than 20,000 elementary school teachers trained to meet the probable demand of over 90,000 teachers this year. And this same general condition is expected to prevail for the next several years.

If we do not meet this situation more aggressively than we are now meeting it in this nation, we are bound to suffer greatly in educational vitality during the next generation. The most critical factor in vitalizing education rests in the conditions directly affecting the retention and recruitment of elementary school teachers. Local, state, and national action is needed now!

KENNETH E. OBERHOLZER
Superintendent of Schools, Denver, Colorado

THE NEED FOR CREATIVE EDUCATION

LOUIS KAPLAN
Oregon College of Education
Monmouth

WITH THE objectives of American education being reshuffled into new patterns of national and world influence, there seems to be little prospect that the kind of education which served the children of yesterday will suffice to prepare the generations of tomorrow for the world they may have to face. Even education for the present is an inadequate orientation for our schools, since this assumes that the socio-economic world in which the child begins school will be at a similar level of progress when he graduates — a dangerous assumption in this period of rapid change.

The hiatus between the world of today and the problems which will confront the generations now in school is well evidenced in the situation being created by the exhaustion of our natural resources. According to the U. S. Bureau of Mines[1], it is predicted that at the present rate of depletion of resources in this nation, the known reserves of petroleum will be exhausted in 18 years; our copper will last thirty-four years, natural gas, 48; chromium, one year, lead, twelve and mercury, three.

It is obvious that tomorrow's citizens will be deprived of many of the things which we now take for granted. Yet, there is no cause for despair. A word of encouragement comes from the scientists, who say that we need not be alarmed over the dwindling of our natural resources because we have a growing supply of the most precious resources of all, our human resources. As one writer put it, given the three essentials, Human Beings, Ideas and Time, man will provide for all his needs.

This is an encouraging thought, but progress does not inevitably attend an expanding population. Human beings are, in a sense, raw materials. Until their potentialities are developed, their power remains unavailable. In a world wherein terribly destructive wars have consumed natural wealth and wherein mutual co-operation has become the last hope of mankind, the institutions devoted to the development of human resources, the nation's schools, must be re-evaluated. It is high time to find out why we are producing graduates who may have the trappings of an educated person, but who are ill equipped with the sensitivity and adaptability that will be needed to solve the problems of the human race.

Such an examination may show that our schools have been emphasizing learning at the expense of thinking and feeling; that children may learn how pioneers and cavemen adapted themselves to a hostile environment, but these children are given no tools whereby they may themselves define and solve the problems awaiting them in later life.

What can the modern school do to prepare children for the problems of human engineering which they will face? Here and there over the country a few schools have caught the spirit of what education in the world of tomorrow will demand. In these schools the thought prevails that children are not mere automatons who absorb the knowledge of society so that as adults they may take their place in that society and continue along the paths blazed by preceding generations.

Some educators have begun to realize that the modern school does not mean one wherein new or more spectacular methods of teaching old subjects are the basic points of orientation. Rather, the school which is to serve a functional purpose in society is one which understands and fosters the principle that to have mature, balanced and capable citizens in the world of tomorrow, we must have emotionally stable, socially mature and self-adequate children in our schools today.

Such schools are seeking to educate children so that they may grow into adults who have the moral and ethical foundations and the self-adequacy which will enable them to be intelligent participants in an interdependent world. This means adults who can think and do think, who have an understanding of the scientific, objective approach to the solution of problems, who have sufficient creative abilities to fashion new ways of living in a new sort of society, and who have sufficient confidence in human potentialities to become willing and able participants in the democratic way of life.

It is obvious from what has been said that this type of education requires a re-valuation of our schools, their aims and methods and orientation toward society. If the world of tomorrow is going to require self-adequate individuals who not only are able to work with a group, but who can also think for themselves, then our schools must be of a nature that will stimulate human energy and creativity, rather than institutions which mererly keep these forces under control.

We shall have to undertake a new experiment in education. Instead of following the convention of the past that all knowledge which children acquire must be that which has been predigested for them and found to be assimilable; instead of keeping children isolated from pertinent problems of the day, or giving them ready solutions to problems they do encounter, we must emphasize another principal of education, the principle of creativity.

1. Elmer W. Pehrson, "Mineral Position of the United States and Outlook for the Future," *Mining and Metallurgy*, April, 1945, pp. 1-11.

The complexities of the world are such that there has never been a generation which needs to know so much and to think so much as the adults of today. Their children will have to know more and will have to think much more because they must create much of what they will need. This process of creation will extend from finding adequate substitutes for natural gas and basic metals to fashioning a new morality in mankind so that the world may be at peace.

The premium which social conditions are placing upon creative capacity in human beings establishes an immediate mandate for educators to prepare for the demands of a new world. There is little probability that originality, imagination, or foresight will spring forth in full bloom as a by-product of modern education. Too many generations of adults have emerged from our schools without these qualities for us to put any reliance in the incidental development of creative abilities.

If anything is clear, then it is the inescapable fact that, if adults are to acquire the ability to fashion new ways of life and living in an unpredictable future world, then the schools must now make a deliberate effort to foster creativity, ingenuity and originality in children, and not as a haphazard or incidental program. It must be one which begins with the child who first enters school, and sweeps him along into expanding areas of challenging, stimulating experiences until he emerges from school as a self-adequate individual with a capacity for meeting real problems and solving them intelligently.

Such a program would start off on a keynote of creative expression. There has been enough work done in this area to provide concrete evidence that creative expression is a vital means of releasing emotional tension in children, freeing them from restraints and repressions and stimulating the use of reason and intelligence. Take finger-painting, for instance. Here the child has no previously developed pattern of activity to follow. He is stimulated to express himself—to create—to fashion something new—something no one else has done before. This is a direct approach to training the child to utilize his own capacities rather than seek solutions from others.

Similarly the work now being done in creative rhythms for children is another vital approach to the stimulation of original thought and behavior. Through learning how to coordinate his muscular actions, then to use his new skill in interpreting sounds, ideas, pictures, the child is given an opportunity to create something new. He is fashioning behavior patterns which are peculiarly his own. No one else can put exactly the same interpretation on the music he hears, or reflect this interpretation through the same pattern of motion. The child creates, he develops something unique —on a small scale, to be sure, but nevertheless, he does it. No one showed him how; he has found his own solution.

It is difficult to exaggerate what such activities and similar creative and interpretive experiences are doing to stimulate originality and self-adequacy in children. Those who have seen such children in action know that their more assured carriage, the spontaneity with which they engage in new ventures, their active approach to problem situations, are all indicative of the new personalities which are being formed through creative experiences.

As the child develops his capacity for creative expression, he also frees his mental and emotional person from the inhibitions which children inevitably acquire in our society. Once he has created a pattern of free expression and has succeeded in calling forth original behavior in response to new situations, the child is at the threshold of evolving a confidence which will enable him to meet problems and solve them in an original manner, rather than to look to others for solution.

This is the time at which children need experiences in problem solving. When they have become accustomed to creative interpretation and to developing original patterns of behavior, the problem solving technique, or the scientific method emerges logically as an application of this type of behavior on an intellectual rather than an expressive plane. This does not mean that creative expression is to be sacrificed to intellectual experience. No either-or situation exists here. Both aesthetic and intellectual experiences draw upon the same capacities of the individual and each supplements the other. A planned program where aesthetic experiences imperceptibly merge into intellectual experiences, without sacrificing the former, is one which is best designed to strengthen those qualities of a growing individual which will serve him best in making adaptations to a complex society where only by finding new solutions to heretofore insoluble problems can the human race preserve itself.

The educator must never forget that as he looks into the eager faces of today's children, he is looking at those who in a few short years will be at the helm of American life. The major portion of the world now looks to America for leadership. This leadership will be provided only if the children who are in our schools are prepared to accept a major role in the social and economic activities of the world. This places a grave responsibility upon those who have elected to teach. And a challenge—for seldom before have the times demanded so much adaptability, good will, foresight, and imagination of the generation arising to replace those who have been struggling with a bewildering legacy of man-created problems.

The new generation must pave its way in a new world. Old techniques of education will no longer serve, for the world in which these were conceived is rapidly disappearing. The fundamental skills of yesterday are no longer fundamental; the knowledge acquired in the schools of today is ceasing to be functional. What is needed is an orientation toward the future and an education which will enable children to develop the only quality which will serve them in a precarious world—the ability to create new patterns of behavior in a world where only those who can adapt will survive.

DELAWARE'S "HUMAN RELATIONS" PLAN

By H. EDMUND BULLIS
Executive Director, Delaware State Society for Mental Hygiene
Originator of the Delaware Human Relations Class Project

LAST YEAR, we in the United States used more than 10,000,000 pounds of aspirin in trying to alleviate our hangovers and headaches—and more severe headaches are ahead. We are rapidly becoming a more nervous, jittery people. Psychiatric individual treatment to patch up the nervously unfit will never win our fight for better mental health. Such an approach is about as futile as trying to "sweep back the waves of the sea with a broom."

Research workers have determined that neurotic behavior and mental disease are the results of many different factors, most of which are extremely difficult to change. Among physical factors are: hardening of the brain arteries; syphilis; long excessive use of alcohol and drugs; etc.

Among the psychological factors are: economic, racial, political, and social pressures; over-protection or severe domination of children and other faulty family conditions; unresolved emotional conflicts caused by training children according to the arbitrary "good and evil" concept; etc.

Because of the inherent difficulties in altering these possible causes of mental disabilities, psychiatrists for the most part are overlooking preventive possibilities, continuing to patch up the mentally infirm, and still focusing almost all of their attention on problems of abnormality.

* * *

During the war when I was in Sicily, a malaria country, our public health officers realized that they could not immediately control the causes of this disease. As a result, all of us—supposedly more or less normal individuals—were required to take atabrin to build up our resistance against malaria.

Admittedly, it will be a slow, difficult, and perhaps impossible task to eradicate those causes of mental upset that I just spoke of—economic pressures, faulty home conditions, etc. We can, however, start the "atabrin method"—that is, strive to build up the resistance in our normal youth against the psychological causes causes of neurotic behavior and mental illness.

In my opinion, as a layman, the steps necessary to start such a program are:

(1) All of us interested in improved mental health must focus our attention on the normal child and try to help him build up a more robust personality (that is, help him to become more emotionally mature) so that he may meet the emotional crises of later life without nervous breakdown.

(2) The field work in this campaign for improved mental health must be carried on by workers outside psychiatry—by teachers.

(3) Training programs in teacher training institutions, extension courses, summer workshops, etc, must be set up to train teachers in preventive procedures.

(4) Research programs to test present techniques and procedures and to develop better ones should be inaugurated.

* * *

Are there any positive mental health plans or techniques now available which can be used by teachers? In Delaware, we have made a start in this direction through our Human Relations Class lessons in 6th and 7th grades. Considerable interest is being shown in these lesson plans as evidenced by the more than 1,000 weekly Human Relations Classes being given throughout the country by classroom teachers using our plans.

As a matter of principle, mental hygiene, psychiatric, or psychological terms have not been mentioned in the weekly lessons which are given generally during English, Social Studies, or homeroom periods. Human Relations—how to get along better with one another—is the theme of the various lessons.

* * *

I have been convinced for many years that it is possible for most young people to build up a robustness of personality so that in their later lives—when emotional crises arise—they can face them without breaking down mentally. The purpose of these Human Relations Classes is to help our boys and girls became more robust from an emotional and personality standpoint.

If the Human Relations Class project is successful, most of the boys and girls completing the 6th and 7th grade weekly classes should be better able to meet many of life's problems, to make decisions more readily, to accept responsibility more easily, to meet unexpected changes without too much upset, to bring their emotional problems out into the open rather than to repress them, to make compromises when necessary, and to be better able to carry on after experiencing failure. In other words, we hope from their better understanding of their own emotional strengths and weaknesses that these boys and girls completing the two years of weekly Human Relations Classes may become more emotionally mature.

The theory on which these Human Relations Classes are operating is that little can be learned about personal problems except through personal experience, and that ordinary teaching

or lecturing or giving advice fall far short of providing the kind of insights that come out of life encounters with emotional problems. While it is impossible to furnish children in the classroom with real life situations to discuss and to learn to understand, our efforts and techniques are to endeavor to create as nearly as possible these "actual life situations."

Our weekly class generally starts with the teacher reading a stimulus story which features emotional problems. The students then are encouraged to discuss freely the emotional problems discussed in the stimulus story, to give their approval of the solutions effected in the story, to speculate on the motivations lying back of the behavior, and then—*most important of all*—to indicate, from their own personal experiences, parallel situations to those presented in the stimulus story. This retelling of emotional experiences, often bringing out into the open problems they have neved discussed before, a better understanding of their actions often results. The students also gain insights by listening to their classmates tell freely of how they met certain emotional problems.

We have been pleased to find out that the instructions given in our lesson plans are practical enough so that teachers who have never witnessed one of our demonstration classes have no difficulty in successfully putting on our Human Relations Classes.

* * *

In our fourth Human Relations Class lesson we ask pupils to indicate in written form the members of their class whom they would choose as class leaders, social companions, helpers in school activities, etc. Ten simple questions are asked so that each member of the class makes ten decisions as to the others in the class he or she admires or wants as associates or friends. Afterward, these ten votes are tabulated for each member of the class. Results show that about 15 per cent of the students in the average class receive no votes or perhaps only one or two votes; while some of the class receive as high as thirty to fifty votes. In similar tests we have made of all grades from first to twelfth, we find that in each class about 15 per cent of the boys and girls are sociably unacceptable to their classmates.

Apparently we are turning out of our schools about 1 out of 7 with whom the other students desire no social contact in school, on the recreational field, or at home. Undoubtedly, from this 15 per cent of socially unacceptable individuals come many of our delinquents who seek social ways to obtain what they desire. Many of our seriously maladjusted also come from this group, for our children, growing up, need recognition decidedly. However, above all, they need friends.

As we have studied many of these boys and girls overlooked in the Class Acceptability Records, we find that many of them are extremely shy or have unfortunate personality traits which can sometimes be changed by the sympathetic and understanding help of teachers and others interested. We are constantly searching for ways of giving these overlooked boys and girls some form of recognition in their classroom settings. We are encouraging their teachers to be on the alert to find constructive ways of helping these youngsters become more accepted. Our Human Relations Class discussions frequently bring some of these overlooked children into more class prominence. Certain shy children experience feelings of success they have never known before. Boys with juvenile court records frequently make interesting contributions because of their wider knowledge of practical life problems, and thereby achieve sometimes their first classroom success or approbation.

* * *

Our Human Relations Class program in Delaware is a very small start toward a real preventive program. Nevertheless, we are greatly encouraged by the decided interest shown in our lesson plans througout the country. Correspondence from teacher-training colleges, from administrators of large school systems, and from teachers in small rural schools is most encouraging and leads us to believe we are not starting up a "blind alley."

In 1947 we developed 30 lesson plans and 6 teacher aids which were published in the book, "Human Relations in the Classroom—Course I." We recommend the use of this course in 6th or 7th grades. Over 8,000 copies of this book have been sold. Last year we developed Course II for classes having completed Course I. Next year we will concentrate our efforts in developing a set of lesson plans for the early primary grades. We also will work with nursery school, kindergarten, and first-grade teachers in Delaware in attempting to help them bring about a better adjustment to school of the small percentage of children emotionally upset by their first experience in school.

* * *

I realize that these Human Relations Classes are no panacea for the serious problems we are facing today. Of course, we must continually work in every direction that offers any chance of helping make our next generation more stable. However, the officers of the Delaware State Society for Mental Hygiene and I are delighted to have others take any ideas from our experimental work to date and elaborate on them.

If the best brains in teaching and other professions could be focussed on this problem of helping more of our children become more emotionally mature during their school days, we would find in our next generation much more understanding and stable parents, better able to bring up their children to face the ever-changing problems of our present civilization.

If progress in this direction is to be made in the future, our boys and girls must become more emotionally mature during their school years so that they may be better able to get along well with others, either individually or in groups. Then and only then can we expect groups to work better together for the common good. Until these groups learn to make compromises for the common advantage of all, we can not expect real international cooperation.

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Loyalty and enthusiastic participation in school projects are taken for granted. Hence there is a lack of tension which lightens the load, however heavy.

Teachers in our school feel that their principal has a sympathetic understanding of their problems. He is easily accessible to students and faculty alike. They look upon him as their friend. This cannot help but make our teaching easier.

MARJORIE J. WILSON
Blodgett Vocational High School, Syracuse, New York

I have a home base. After a period of being shuttled from classroom to classroom, a teacher learns to appreciate the advantages of having his concentrated in one spot. Certainly permanency is essential if up-to-date teaching methods are to be effective.

For two years I was moved about—forty-five minutes here, forty-five there, from eight to four. Then, last year, all my classes and my homeroom were again scheduled to meet in one room.

The desk, the bookcase, the bulletin board, the walls, the blackboard, the windows, even the floor and the window shades became again my working materials, my teaching aids, and my responsibilities.

The desk no longer has to be barefaced about what goes on. Its deep drawer holds 106 manila envelopes in which are filed 3,000 clippings. The top right drawer holds ink, pencils, erasers, clips, crayons, Scotch tape, scissors, index cards, razor blades, pens, rulers, rubber bands, attendance register, and estimate reports.

The top middle drawer has homeroom and classroom attendance pads, library permits, the weekly bulletin, homeroom data, activity ticket material, textbook record cards. The drawers on the left contain textbooks, notebooks, lesson plans, and notes for my four daily preparations as well as special teaching materials too large to go elsewhere.

In the bookcase I have shelf space for maps, student crayons, post cards (geography); song books, skits, and other foreign language material; posters, blocks of wood, crepe paper, letter paper, boy's suiting materials, menus, and many more items for Social Conduct.

Now the bulletin board can be fully utilized and its contents frequently changed. The ever-growing file of clippings can be put to work. The two-inch board placed about the room (slightly above eye level), wherever space permits, display charts, posters, full page magazine illustrations.

Material put on the blackboard for a morning class can be used again if another class in the same subject meets later in the day; just as important, material used but once can be erased immediately to make room for new material.

The cords on the window shades are not knotted or tied to radiators and chair backs; neither are the aisles littered with paper, erasers left on the floor when dropped, the chalk mistreated, the bulletin board thumb tacks missing or the clippings pencilled. These items are now a matter for pride. Am I not solely responsible for seeing that my pupils are responsible?

When I need something, it is not in another room or missing; it's where I can put my finger on it immediately. The irritating and frustrating little annoyances of the shuttling days are absent.

MARY BEERY
South High School, Lima, Ohio

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SETTING THE IMAGINATION TO WORK

JAMES E. WARREN, JR.
Brown High School
Atlanta, Georgia

IMAGINATION is a quality of mind greatly admired but blindly feared by many Americans. It suggests all of those characteristics of dreaminess, social indolence, and business lethargy held in so much contempt by the "solid citizen." In its most impossible form, it deals, he thinks, with the supernatural, the weird; and he feels that, colorful though these speculations may be, any mental quirk that might conjure up such matters is scarcely to be encouraged or confessed by the sensible man. He wholeheartedly condemns it as the foe of accomplishments and industry. But let the teacher who has failed to catch the full interest of a class with mention of sports or hobbies or science touch suddenly upon the world of ghosts, of dreams, of mental telepathy, of the macabre, of black magic, of all forms of unexplained or little understood phenomena; and let him watch the heads lift, the eyes widen and become intent, and the hands twitch to rise and permit the student to contribute his own experiences—or imagined experience—with such things. Let the teacher realize that he has invitingly swung open a gate into a garden where the student has rarely ventured alone, which he has never fully discussed with others, but which has aroused in him that strange atavistic worship of the Unknown which still touches us all distantly with a delightful sense of adventure.

Of course, I am not suggesting that only such areas as these be used as a basis for classroom stimulation of the imagination. Rather I am urging that the *reason* for the fascination that these subjects hold be understood and put to use in the presentation of other material. This fascination, I believe, can be accounted for only by the fact that these are relatively unexplored areas which offer room for amazing speculation, that such speculation has long been stirring dimly in the minds of students who feel that they have had perhaps slight but inexplicable experiences which interested them but which they hardly dared to mention in our work-a-day world. Such an area of thought is obviously of great interest to the teacher, who holds it important and "possible" enough to bring into the classroom. If, on the other hand, these areas had been presented as matters of fact, referred to as mere questions the answers to which were only too ready at hand, and offered as problems of no interest to the teacher or to anyone, they would have long ago become prosaic and devoid of emotional pungency.

It is the ability to deal in this pungency, in the tantalizing realization of the possibilities in a thing, in the delighted recognition of a thing as of social and artistic importance which I hold to be imagination.

If, then, these qualities of imagination—the urge toward speculation, the realization that the subject matter concerns the student and the teacher personally—are applied to the presentation of all subject matter, the teacher is indeed putting imagination to work with a vigor. This should result not only in a more eager reception of facts but also, from its very momentum, in imaginative creativeness on the part of the students. All imagination can be considered creative, I think; the teacher need not feel that it must necessarily result in an oral or written product. Listening and thinking, too, may be creative, and, if they are touched by the magic wand of imagination, they will fill the mind with dreams and with images which are the bases for true emotional emphasis and true learning.

But let me illustrate more fully these qualities of the imagination, for they may make their appearance in many forms—in assignments, in descriptions, in answers to students' questions, in suggestions on reading, in seemingly chance remarks. The teacher who acquires the habit of attempting to imbue all phases of his teaching with these qualities will soon realize that they may be employed in countless ways in countless situations.

First, the imagination is stimulated by the urge toward speculation. By this, I mean that the teacher should offer the student the proposition of space in his thinking—space full of possibilities—space vast enough to cause a delightful sensation of danger and excitement, but space in which the student will have guidance. In attempting to provide this space, or depth, let the teacher find means to prevent the book, the page of composition paper, the very walls of the room, and especially himself from being merely flat surfaces from which the student's own personality bounces tritely back to him.

This sensation of depth and avoidance of flat surfaces may be evoked in various ways. In using the textbook, the teacher may suggest depth by treating every section of the book in a different fashion. For example, in English literature, he would do well to *talk* of the Anglo-Saxons for background, *read* descriptions of the Canterbury pilgrims for characterization, *study Macbeth* for dramatic greatness, *observe* Milton for his classical learning, *discuss* the literary style of the age of Pope and Dryden, *exhibit* Dr. Johnson, *examine* Wordsworth, *like* Burns, *delight* in Byron, *admire* Shelley, *love* Keats. In composition work, I have found that the topic sentence is an effective method of shoving the literary fledgling out of the nest of inertia into the demanding depth of a short flight.* The offering of a subtle or ambiguous title is almost as effective. Reading a

*See the author's article, "The Topic Sentence in Creative Writing," in "The English Journal," December, 1947.

story aloud to the last page and then requiring the student to complete it encourages him to think and to write as he believes the author would have thought and written, and thus he will find himself in a depth not previously known to him.

The walls of the classroom will also cease to be mere surfaces and will acquire depth if they occasionally become the walls of a library or of a motion picture theater or of a salon where friends gather to talk of language and books and life, and if they are decorated with pertinent maps, specimens of student work, photographs of the teacher's travels, announcements of plays, and dust jackets of new books.

But few things in the average classroom today fall shorter in offering depth to the student than does the personality of the teacher. Most of us will not hesitate to experiment with materials often and to open all physical resource to the class, but few of us are so courageous as to be completely ourselves before younger individuals. True, teachers are usually affable beings reasonably poised and assured, but they are thus only in the role that they have created for themselves. They have assumed the character of the professional "worker with young people" and offer the fatherly or motherly smile of kindly interest safely fortified with the minimum of adult aloofness. Their opinions, their own school careers, their backgrounds, their dislikes and fears—all of these things they carefully avoid, considering that "familiarity breeds contempt" and that, at the first sign of personal interest in them from a student, "discipline" will be shattered to smithereens.

I still remember my fascination at the remarks of one of my own high school teachers of English. He mocked at the exactness and monotony of the meter in *The Lady of the Lake* and jeered at the free verse of Walt Whitman. Although I do not agree with him in the latter opinion now, and perhaps he himself has changed and also is a devotee of *The Leaves of Grass*, I delighted then in a teacher who voiced his contempt, amusement, and enthusiasm and indicated that the contents of a book were of critical concern to him instead of mere matter which he must insist that we consider. Of course, a teacher should scarcely expect a class to agree with him in all of his observations. Certainly he should not consider his opinions to be invaluable to the class. But he should know that the glow of satisfaction which the students feel in the teacher's expression of mutual likes and dislikes and the irritation and uncertainty caused by opinions which they do not hold are alike stimuli which produce image-forming speculations in the minds of students.

Second, the imagination is stimulated by the student's realization that the subject matter is of personal interest to himself and to the teacher. Of course, the student's increased interest in a subject that has already

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been recognized as of importance vocationally to him is too well known to deserve comment here, but this is not the only kind of importance that the student can recognize. He can, I believe, sense the importance of enriching his everyday experiences by a realization of the history and true significance of things which he encounters, by learning the connotations of the words of life rather than their mere meaning. But how rarely the student is given more than the bare meaning! How many students who have a knowledge of grammar have ever been told the source of the words they use daily or have been given a conception of the ancient lineage of their tongue? How many teachers have ever read Anglo-Saxon aloud to their classes or quoted Chaucer in the original or pointed out that the uneducated speech of mountaineers is largely the correct English of a past century or made it clear to the students that they were not only the users but the formers of our tongue? How many students have ever been urged to find out the meanings of their own family names or uncover their family history or the history of their own locality to realize their connection with history? How many are ever told that their neighborhood was once a great battlefield, that the street they walk on each morning and afternoon was once a cow path or an Indian trail, and that they live and think as they do because of men who lived far away and long ago.

But the language they speak, the streets they walk, the people they know should be perpetual sources of stimulation to their imaginations if they are shown that all these things have a romance and a history parallel to their own existance and may be merged meaningfully with it to provide a richer experience of life. The realization of the contrast and the resemblance between the modern and the ancient, between the ever present and the far, between realism and romance, between the Long-Known and the Just-Discovered is only another approach to that depth which is the birthplace of imagination and which must be the studio where imagination is to be put to work at creating.

I have spoken already of the place of the teacher's own personality in providing depth for the student's thinking. And again I say, let him be enthusiastic, critical, and personally concerned with the subject matter and its relation to life and to the students, and strive in every way to identify himself with it in their minds. Let him be a critic of the dull and a lover of the interesting and a sentimentalist unashamed of his devotion to the colorful, the brave, the real. Until teachers cease to be mere persons and offer themselves as personalities, the greatest force for creative imagination in the classroom will lie imprisoned. Until then, the students must find alone their paths to those Darien peaks where they may gaze at each other "with a wild surmise" at coming upon the unbelievable seas.

HOW TO MAKE AN INSIGHT FLASH

OPIE B. WHITNEY

MANY OF our psychologists are contending, and not without substantiation, that learning takes place not by repetition and reiteration, but by flashes of insight. At first glance this seems to put an end to our troubles. No more whining schoolboys, no more tight-lipped teachers grown sterile with the effort of conscientiously transmitting the time-valued nuggets to a generation of rebellious, insight-flashing individuals. No more drilling on number facts. No more meaningless mumblings over spelling lists. No more memorization of history dates. No more *required* readings. Textbooks could be thrown out of the window, and perhaps many of the teachers with them.

The new teacher in this insight-flashing era would be a cheerful, responsive person, gayly recording the flashes as they appeared. Periodically these flashes could be measured and evaluated for purposes of reporting to parents and recording in the school files. No pressures would be exerted.

On second glance the picture doesn't look so rosy. In place of the deadening drills, we have a new problem — how to make an insight flash. If you think this is easy, just try it some time! Take this theory into the classroom and measure it realistically against some of our present day practices — mass education, discipline, subject matter, homogenuous grouping, etc. Try to effect a welding.

We are confronted, say, with twenty wriggling third graders — insights flashing all over the place, like lightning in a storm, accompanied by noises comparable to thunder. What are we to do? How can we extract and nourish the little flashes that spring from each child in this group? How can we garner each precious insight, reduce it to a norm, hand it back to the class as a finished product, and expect it to feed and satisfy all the needs which went into the individual flashes?

These third graders are supposedly a homogenuous group, since the children come from similar economic and social backgrounds, and are chronologically, perhaps even mentally the same age. We see them as a *group*, but actually we are facing twenty individuals, each with a myriad of complexities all his own, reacting differently to every stimulus that is advanced. And that is only the primer stage of our trouble. Out of every exposure to a stimulus and its accompanying reaction, a whole new set of complexities arises. The child is not only an individual — again we have the psychologists word for it —

who has to be dealt with separately, but he, himself, is constantly changing — growing or regressing — making unlimited demands upon the flexibility of the teacher. It is obvious that mass teaching would have to go overboard, and some other form be substituted which would afford the individual an opportunity to develop his capacities at his own pace.

We have been dimly aware of this for a long time. We have known that the mass dissemination of facts, and the act of teaching an individual, are two distinct processes. The reason we have been fooling ourselves about this for so long, and have not dared to bring it out in the open, is that, particularly since the responsibility of educating the young has been taken out of the home, it is not possible to provide individual instruction for every child. The inauguration of activity programs, child-centered schools, remedial work, was a move toward straddling the two issues—dissemination of facts and the development of the individual. But they are still separate. We might as well face this fact realistically.

And what about discipline under this new regime of insight-flashing? Can we say to the child, "Johnny, you just sit perfectly still till you flash an insight." Or, "Susie, you haven't produced a single insight today. You will have to stay in after school unless you bring in a flash before closing time." Obviously the emphasis on discipline must shift from outside imposed discipline to self discipline, from repressive methods to positive and constructive methods. The child soon learns that there are some adjustments he himself has to make when he goes to school. "He must learn to accept authority; to accept the competition of the classroom, and to find satisfaction doing things for himself."* He learns this without direct instruction from the teacher. He finds it out for himself, from experience.

The finding of satisfaction in doing things for himself is very important. The child who is interested in doing something which has a purpose for him, is no longer a discipline problem. In the pre-insight-flashing era it was so hard for us to relinquish our own purposes in favor of the child's purpose. It was so hard for us to see that a purpose had no absolute values. We were continually trying to make the child serve our purposes, and thwarting him in his. Yet we were urging and expecting him to develop. He did develop and grow — no one could stop that — but often the growth was in the shape of abnormalities. His personality developed traits and habits that ran the gamut from stunted submissiveness to open rebellion, leading to unhappiness for the individual and a menace to society.

What about drills and technical skills? Do they have no place in insight-flashing? They do have a place, but, here again, we shift the emphasis. They do not often produce flashes, but they can be very helpful in following up flashes and fanning them into steady glowing flames. They must be self-imposed. At least the child must see some connection between them and his own purpose. Does a football player have to be coerced into going out for practice? Could any hard-faced teacher make him go through the required gyrations if they had no meaning for him, but were a part of the teacher's purpose?

We once had a child in the third grade who was not only a non-reader, but a non-basic-fact-finder. Hours spent in drill were lost. Each succeedingday we would have to start from scratch. He was interested in what made the bell ring on the typewriter, what made the lock lock, in the insides of mechanical pencils and fountain pens. We gave him a combination lock with printed directions. In no time he learned to operate it very expertly. He at least had a purpose for his reading and his arithmetic.

We realize that even if we accept as valid and true the theory expounded above, there is still the question of practicality. How does it actually work in the classroom? What about textbooks and subject matter?

Textbooks, of course, have a very real place in the school. We wouldn't throw them out of the window but would put them in the library or reference room, or the reference corner,

*Rogers, Carl R. "The Clinical Treatment of the Problem Child."

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as the case may be. They may suggest tentative plans of approach, or be used as a basic outline—as a syllabus.

Subject matter we don't have to worry about. It does not exist per se in our schools of today. What passes for subject matter is a compendium of selected facts around a certain subject. Why are these facts in themselves more important than limitless other facts around the same subject? Why not allow and encourage the pupil to discover new facts instead of learning to repeat facts that have already been discovered? Are human beings honey ants to be used as depositories for our dead culture? Or are they going to discover their own facts that are important to them. Use these accumulated dead facts, yes, if they are needed for stepping stones, but don't take time to memorize them. Take a library course instead.

In places of prescribed subject matter, the child should be surrounded with as many materials, experiences, and fields of exploration as are available in our present culture. He should then be guided "indirectly," not forced, into making the choices which will make for a constructive happy life in the culture in which he is to live. While we are surrounding the child with a rich environment, encourage him to make insights flash, and guiding him in making wise choices, there will undoubtedly be times in a practical situation when he will need something ready-made to chew on. It would be wise to keep on hand a goodly supply of subject matter and bubble-gum. Let the child be the judge as to which he needs at any given moment to start his insight flashing.

We know there can be no final answers, no utopia, in our educational system. We know that even the tightest theories when subjected to the naked realism of classroom situations will develop irreparable leaks. But, if we are wise and progressive (spelled with a small p), we will be hospitable to these valid theories the psychologists have gone to so much pains to dig up for us. We will let them seep into our minds, even if we do not intend to put them into immediate practice. Undoubtedly a time will come when this inner knowledge can be made use of in facing the many difficult and unique situations which are forever arising. And who knows, but what our own insight, grown sterile and pedestrian through years of subjection to outside authority and social pressure, may surprise us one day by coming to life and producing a faint flash of its own.

WHAT DO WE MEAN BY PROGRESS?

ALDEN J. CARR
Superintendent of Schools
Alburg, Vermont

PERHAPS no term in education is vaguer in its denotation and more difficult in its connotations than the word "progress." Again and again, in speeches at conventions, in articles, in conversation, one sees or hears this term with varying shades of meaning. To one educator, progress may mean consolidation; to another, a change in textbooks; to another, the introduction of new record forms; nor is anyone in a position to deny that any or all of these men are right. Progress is a relative matter.

At first thought it may seem that this confusion about "progress" deserves no further attention; on longer consideration, however, it becomes clear that its implications are far-reaching and important to the development of better education. The emotional reaction of educators to the term is in itself indicative. To some teachers and administrators, to be labeled "progressive" is a veritable accolade; to others it is anathema; to perhaps the majority it is a matter to be regarded with gingerly respect and not a little awe, for they are anxious to be considered "progressive" but not "too progressive." Their concern is well-founded, for a career in education, or at least the enjoyment of a particular position, may be hampered or even terminated if one gets the reputation of being "behind the times" or "always in a hurry to change things." That, no doubt, is why many persons engaged in education react as they do; they perhaps are not sure whether they are "progressive" or not, or they find it hard to explain just where they do stand and why. This same reason may account, too, for the eagerness with which some educators embrace every new development in the profession, while others wait for it to become standard. The result is that improvement in education is hindered by concern over relative "progressiveness;" and this is due, to a considerable extent, to confusion as to what "progress" in education is.

There are several reasons for this confusion. One is that there does not appear to have been a steady forward movement in education over the centuries. In other fields of endeavor, notably in the sciences, this has been true. In biology, for instance, one can outline the concepts, correct or incorrect, which were held in the past; he can equally well describe the beliefs of the present, showing what has been discarded, what retained, and what added; he can even indicate certain discoveries toward which biologists can sense that they are working. Here there is a clear sense of progress, from what was to what is to what will be.

The same, unfortunately, is not true of education. As one contemplates schools of other years, he sees,

or seems to see, much the same confusion which exists today. He may even discover that the educational present or future is also the past. How eloquently, for example, do many educators advocate a school based on the individual, one in which each pupil's program of studies is adapted to him after careful examination of his needs and abilities, in which he goes to any of several specialist-teachers as the circumstances of his independent progress demand. Regardless of the merits or demerits of this plan, the point must be made that this is exactly the procedure followed in ancient Athens some two thousand or more years ago. There each student chose a number of teachers to whom he went for assistance whenever he needed it as he pursued his individual studies. True, he paid each teacher himself, whereas the modern educator would have publicly-supported teachers, but that is the only real difference. Now the question is: would the adoption of an educational pattern developed two thousand years ago be "progress"?

Understanding of what progress is is further complicated by the large number of new developments which have been welcomed as progress only to be abandoned a few years later as unsuccessful. There was "homogeneous grouping." for instance, once the darling of every "progressive" educator, now sharply questioned by psychologists as creating an undesirable social atmosphere. Today some "progressive" schools are swinging back to "heterogeneous grouping." But this brings them back to where they started; and so the question must be asked, Were the schools which practiced homogeneous grouping and then swung back to heterogeneous grouping more "progressive" than those which never changed their unselected grouping and so, according to their critics, "plodded on in the same traditional rut"? Similar observations could be made about the I.Q., the "bell-shaped curve," the "functional teaching" of English in its extreme forms, and many another passing educational fancy.

Again, confusion as to "progress" has been increased by the tendency on the part of some people engaged in education to label a thing with its "progressive" cognomen without altering its character. When the junior high school first became popular, in more than one community the seventh and eight, or the seventh, eighth, and ninth grades, were put into a separate building or section of a building and called a "junior high school." But the educational processes carried on in the "junior high school" were identical with those of the formerly existing grades. No wonder that educators, and the public, too, found "progress" meaningless.

This is the sort of problem which cannot be solved by anyone's edict; rather must it be dealt with through the individual action of many educators. By them there are several things which could be done. One is to stop using such terms as "progressive" and "progress" as labels or convenient brickbats in name-calling contests. In this respect, some educators have had a tendency to imitate those of the laity who believe that names solve problems. The fact is, of course, that improvement in educational concepts or practices is something to be defined and described. Another step would be to eliminate as much as possible of the jargon which encumbers education. Some technical phrases may be necessary to the profession, but one wonders whether all of the terms which have been created are needed. To some educators difficult terminology may seem to make education desirably erudite and aloof, but to others it is a barrier to greater acceptance of schools and to better education. Yet another means of meeting this problem would be for educators to know what progress in education really means for them and their problems, to label correctly what they have actually accomplished, and to see their difficulties and their achievements in their true perspective in relation to the actual advances of education.

For, underneath the obscuring and confusing clouds of labels, fads, false leads, there has been a slow but gradual improvement in education toward the fullest development of each pupil in his social environment mentally,

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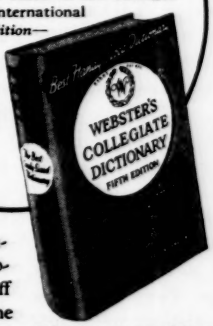

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physically, socially, emotionally, spiritually, and in every other way. It is as a result of this that the practices of a few Athenian teachers and the dreams of a Montaigne have become the goal of millions of teachers. It is because of this that there is discernible far in the future a world in which every child will have as good an education as the favored best get now. And it is in the light of this that each teacher and administrator can and should measure his own "progressiveness" and the "progress" of his pupils.

Across the Office Desk

By JAMES NEWELL EMERY

That Bewildering 'Teen Age

BILL, JIM and Rusty are 'teen-age kids. You've watched them grow up from rompered toddlers who rode their scooters or tricycles up and down the side streets, through the age of kites and marbles and catching shiners in the Ten-Mile. And now they're gangling, awkward, noisy, impulsive 'teen-agers, whose scrapes are more serious, whose mischief is more far-reaching, whose very comings and goings are fraught with uncertainty and a raucous devilment that you and I, as parents, as teachers, and as more or less long-suffering neighbors, don't quite understand.

Those boys, and myriads like them, with their escapades and their day-dreaming, their apparent lack of stability, their impulsiveness, are going through the most trying and most difficult period of their lives, both to themselves and to their friends. In each of those youngsters is something of a dreamer and something of an impulsive young savage. Each is an idealist of a sort, and at the same time very much of a materialist, and we can't quite figure out the combination.

Bill, Jim and Rusty go out for the evening on some plausible pretext. "We won't be gone long." And probably they don't intend to be. They've reached the restless age when you've got to allow them a little personal freedom of evenings. They go down the street noisily, whistling or shouting catcalls as they go. They stop a few minutes at the vacant lot where some other fellows of assorted ages are batting a ball around. They'll join the crowd for a little while. But most of those kids are too small, and the game's too tame, so they drift on, possibly picking up a recruit or two.

They drop in at the ice-cream parlor or the corner drugstore, bedevil the proprietor with good-natured abuse, take a long time over a coke or a banana split, according to the state of their finances. Then perhaps to the movies, to the lowest-price seat in the top gallery, the Boys' Club or the Y, or maybe just wandering around town in a group of three to half-a-dozen. Their progress is marked by raucous and unflattering comments on everything or everybody they meet, shrill whistles, and a primal urge to attract attention.

That period in the life of the growing boy or girl that we call adolescense, is one of the most difficult to handle, from both the standpoint of the parent and the teacher. The youngster is at his most unattractive age, physically and otherwise — at his most critical age — at his most annoying age. He is neither child nor adult. He can't be handled as you would a youngster of nine or ten; neither can be be given the freedom that is allowed a grown-up.

Did you ever keep chickens? There is a stage in their growth when they are gangling, awkward, homely. They have lost the cuddly down of the day-old chick that makes you want to pick them up and pet them; and yet they are far from the full maturity of the strutting rooster or the fat pullet. They run around in excited circles, consume vast quantities of food, brawl among themselves, and get into assorted varieties of trouble.

Your growing boy or girl passes through exactly that stage. You can see the possibilities that lie in them for future development. They have just begun to reason, and they don't do a very good job of it as yet. They are impulsive, impatient, resentful of authority, cocky, showing an irritating lack of stick-to-itiveness.

A vast number of books, monographs and magazine articles have been written about the adolescent—some valuable in their suggestions, others just plain tripe. Does anyone ever really understand the adolescent dreams and savage selfishness and thoughtlessness? He dreams enthusiastically of what he will do in the world; yet nobody can be quite as cruel to his fellows, as resentful of authority, as unwilling to abide by it.

Custom has given us the somewhat romantic notion of looking on the development of the boy or girl as the unfolding of a bud into a flower. Actually it doesn't work out that way. The development of the boy or girl is no orderly and well-rounded sequence, but a series of jerky leaps, like the pace of a startled jack-rabbit.

Now the brain, or a certain portion of it, develops at the expense of the body; again mental development seems for the time to stand still while the arms and legs suddenly lengthen; now the chest becomes deeper and fuller, and the vital organs suddenly take on new strength and new functions; now there comes a time when the heart isn't big enough or powerful enough temporarily to supply the body's needs; now the youth suddenly acquires new skills.

We oldsters don't always forsee or realize these ephemeral stages in the mind or body of our "bewildering off-

spring." We worry, perhaps overgreatly, at one of these fleeting phases. There usually isn't need for too much concern — they'll outgrow it. The puppy grows up into a dog, big or little, as his breed decrees; the rollicking kitten develops into a sedate cat; and the adolescent boy or girl gets over the whims and follies of youth and becomes a responsible citizen, even as you and I — and in his or her own good time takes his turn at worrying over the foibles of the next generation. It has always been that way.

Movies and Mental Health

GEORGE K. MORLAN

The film of Oscar Wilde's AN IDEAL HUSBAND reminds one of Heywood Broun's statement that hell isn't paved with good intentions but with wise-cracks. Some important things are ridiculed into oblivion. Sometimes people evade doing what needs to be done by turning a serious discussion into the ridiculous.

Wit should be an embellishment that adds to the fun and pleasure of living, sometimes it is an unhealthy nuisance. Sometimes, as Broun pointed out, wit is an evasional device for avoiding problems that can't be solved except by hard thinking. Wit and humor need not be an evasion, but in Wilde's play, they are very close to that.

Some of Wilde's *bon mots* were muffled by the English accent, and I did not get others because of the loudness of the music. The lush, extravagant Victorian costumes and settings also make the contrived story seem even more superficial. Perhaps the most healthful effect of seeing AN IDEAL HUSBAND is the inescapable conclusion that lavish living in an atmosphere where cleverness is valued too highly can be dull and boring. Rates a C.

The British version of Tolstoy's ANNA KARENINA is a moving portrayal of the scriptural injunction that there is a way that seemeth right, but whose path leadeth to destruction. In ANNA KARENINA, as in real life, sophomoric sexual sophistication or being "modern" is the road to anxiety, suspicion, and misery; simple devotion and integrity, the road to mental peace and happiness. That male and female wolves who are always on the hunt are not only the cause of mental anguish but are themselves unhealthy manifestations of instability is effectively presented in this English version of ANNA KARENINA. Rates an A for its effect on mental health.

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wish-fulfilling fantasies. Mr. and Mrs. Blanding are so stupid and preposterous that one leaves the movie annoyed rather than relaxed. Not harmful but not worth the price of admission.

TOWARD LOCAL HARMONY

The idea for the development of a program for the improvement of human relations must begin in the hearts of those who are to participate. People can't be coerced into liking each other, nor will a bulletin from the central office or a speech from a spellbinder cause a change of heart. These are helpful, but not sufficient.

There is scarcely, if ever, any one incident or any one person who may be credited with the beginning of a movement. No doubt World War II more than anything else brought into focus some of the evils of our social order. It is for the improvement of these conditions that Kalamazoo and other places have become interested in improving the pattern of democratic practices.

For approximately four years, a group of our faculty members, with a sprinkling of citizens from the community, have been working regularly in an intercultural workship, an in-service program for the improvement of themselves and the community. From this group experience has come some of the richest training a group of teachers could ever have.

For the past three years the Bureau for Intercultural Education, New York City, has been working with us in a very close way. At our invitation the Bureau hopes to help us work out patterns for better human relations in a community which has not been torn with racial and religious bickerings.

A year ago our board of education adopted a policy which is far-reaching in its effects. The policy indicates that the administration is expected to employ people upon the basis of competence without regard to race, religion or national background, to have each child attend the school provided for the district in which he lives, to assure that all activities and facilities shall continue to be open to all children, and to provide increasing opportunities for adult education in each school neighborhood. Under the terms of the policy, teachers are expected to develop in their students attitudes of respect, good will and concern for the welfare of all. (This involves seeking the causes of emotional disturbances in children and using available resources to correct them, helping boys and girls to distinguish between fact and propaganda, participating in community groups active in promoting better understanding among people, acquiring a richer background in anthropology, sociology and social psychology, and maintaining a critical attitude toward one's own practices.) With the encouragement of the board and the community, teachers are free to develop within each child a deep concern for the dignity and worth of all persons.

Our school has an all-city committee on human relations which meets regularly and represents all the schools and all the departments. Quite recently there has been organized a Citizen's Council for the improvement of practices in our community as they relate to the dignity of all persons.

Several of the members of our faculty have attended workshops on the improvement of human relations in California, and in the East. Western Michigan College of Education in Kalamazoo has been most helpful in arranging workshops where teachers could improve their own techniques and expand their information. In learning the techniques of working and living together, there is perhaps nothing better than a workshop.

LOY NORRIX

Superintendent of Schools,
Kalamazoo, Michigan

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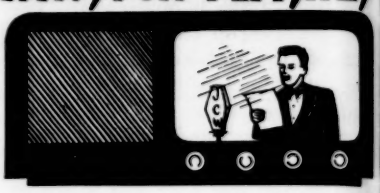

THOUGHT FOR THE MONTH

(Emphasis on Book Week, Nov. 14-20) "No entertainment is so cheap as reading, nor any pleasure so lasting." Lady M. W. Montagu

ROUTES of recent WINSTON textbook shipments to Puerto Rico, South America, Mexico, Hawaii, the Philippines, Alaska, Israel, Burma, China, and New Zealand were easily traced on the beautiful teaching maps in OUR NEIGHBORS Geographies.

LOBSCOUSE or loblolly? How would you like a big helping? Know what they are? See THE WINSTON DICTIONARY.

STILL PIONEERING! ALGEBRA—MEANING AND MASTERY, Book I, first unit in the Snader Mathematics Series, will be another WINSTON "famous first."

RETAIL SALES for 1948 are expected to reach an all-time high of $125,000,000,000, 6% above the figure for 1947. Population trends place textbooks among consumer goods in which sales steadily mount.

FICTION, poetry, science, biography, history, geography, nature study—all may be found in ADVENTURES IN READING.

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The News Digest

New Standards Set Up For School Buses

JACKSON'S MILL, W. VA.—Long-range plans for improving school transportation were completed here as delegates at a National Conference on School Transportation ended their study of standards for school bus construction and driver training programs.

The conference recommended two red rear lights and two red or amber front lights for each school bus. These lights would flash alternately at a rate between 60 and 120 times a minute. Also endorsed was a provision requiring drivers of all vehicles to stop when meeting or overtaking a school bus which is receiving or discharging children. Construction standards for buses were amended to permit the use of combustion-type gasoline heaters as well as hot water heaters.

A nation-wide survey presented to he conference revealed wide variations among states concerning qualifications, licensing and training of school bus drivers. The conference endorsed standards and training for drivers to include a minimum age of 16 years, a periodical examination, special licenses, and other provisions relating to character, emotional stability, experience and skill.

Elementary Teachers In Short Supply

WASHINGTON, D. C.—America's most critical educational problem is the increasing shortage of elementary teachers, according to the ten-member National Commission on Teachers Educational and Professional Standards.

Commission members said that a study which they have just completed shows that 1,045,622 new elementary teachers will be needed in the next ten years, as follows:

1. To replace teachers who die, retire, or leave the classroom for other reasons, 553,162.

2. To provide one additional teacher for each 30 additional pupils due to increased birth rates, 262,097.

3. To replace teachers holding emergency licenses, 70,000.

4. To reduce the size of classes to a nation-wide average of 25 pupils, 160,363.

But, in view of the fact that the colleges turned out only 20,000 new elementary school teachers last year, only about 200,000 new elementary school teachers can be expected in the 10-year period unless some special stimulation is applied to recruitment and training in this field, the commission said.

Freedom Demanded for U. S. Office Of Education

Stirred by the resignation of Commissioner John W. Studebaker from the U. S. Office of Education as an apparent protest against interference by higher-ups in the Federal Security Agency, the movement to establish the education office as an independent agency of the government gains momentum daily. Having sidetracked earlier hopes for a Secretary of Education with Cabinet rank, educational organizations now turn to a plan formulated in 1945 by a special joint committee of the American Council on Education and the Educational Policies Commission after a two-year study. Briefly, this plan calls for a Federal Board of Education, non-partisan in character, composed of citizens appointed by the President and confirmed by the Senate, such board to determine educational policies and engage a professionally qualified Commissioner and staff to carry these out. The new agency should be independent of other non-educational subdivisions of the government and should be adequately financed to enable the education office to perform its proper functions of research, publicity and non-coercive leadership, the committee's recommendation stated.

The proposed new and more dignified setup of the U. S. Office of Education has been formally approved in resolutions passed by the National Education Association and its affiliated American Association of School Administrators, more recently by the National County Superintendents Association, and early last month, by a conference of presidents of state associations of school administrators gathered in Chicago under the chairmanship of Willard E. Goslin, Pasadena superintendent.

Concerning the importance of the issue, Dr. Goslin said in part:

"While local lay control of public education must be preserved, the federal government is destined to play a role of increasing importance in the promotion of education through research, technical advisory services, professional leadership and financial aid to the states. These obligations of the federal government must be met through the U. S. Office of Education.

"The integrity of the U. S. Office of Education is of vital importance. It must be safeguarded."

Harvard G. S. E. Denies War with Columbia

CAMBRIDGE, MASS. — A newspaper story forecasting a battle between the Harvard Graduate School of Education and Teachers College, Columbia, over educational policies and methods, has been branded nonsense by Dean Francis Keppel of the Harvard institution. He points out that a fine spirit of good will exists between the two schools, their differences being those of facilities rather than theories.

Speaking of facilities, Dean Keppel stated that the recent grant of $300,000 "without strings" by the Carnegie Corporation together with a similar sum from the university itself should greatly help in broadening and strengthening the work at Harvard. "Of course it isn't enough," he added, admitting that administrators are never satisfied.

PTA To Oppose Objectionable Comics

CHICAGO—The National Congress of Parents and Teachers has begun a drive against undesirable comic books, motion pictures, and radio programs.

Recommendations for action on a national and state level were adopted by the board of managers meeting here. The recommendations were submitted by a special committee on juvenile protection headed by Mrs. Joseph W. Eshelman of Birmingham, Ala.

On the national level, the committee proposed that "studies revealing the effects of comic books, motion pictures, and radio

New Mexico Judge Holds Church State Wall Broken

SANTA FE, NEW MEXICO—A small group of citizens who protested against the employment of Catholic nuns and brothers to teach in public schools of New Mexico, has won the first round of a court contest. This came in an oral decision by E. Turner Hensley, a state justice, who heard testimony for nine days, and then declared in general terms that his final decision, to be given in writing, would uphold the charge that the provisions of the state and federal constitutions calling for separation of church and state were being violated in 29 public schools of the state, employing 145 teachers belonging to religious orders of the Roman Catholic faith.

Testimony in the case indicated that teachers wore religious garb, taught the catechism, displayed crucifixes and religious pictures in the schools and led the recital of Catholic prayers. At one high school graduation a priest gave out diplomas, following a mass.

Judge Hensley found, in effect, that public funds are being used to support what are virtually parochial schools. Teachers' salaries amounting to $300,000 have been paid to religious orders and are thus untaxed, the complainants argued. They also contended that school buses provided at public expense were run on schedules that accommodated children wishing to attend the religious exercises held before the school bell was officially rung.

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programs be made. Such findings should be made available for study, especially to those responsible for undesirable types of amusement.

Within the states, the committee recommended that PTA groups review state and community laws regarding sale of objectionable literature. It was urged that more laws prohibiting objectionable comics books be passed.

Dates Set for ASCD Meeting

NEW YORK—The Association for Supervision and Curriculum Development will hold its 1949 Annual Meeting at the Commodore Hotel here. The dates of the meeting are February 13-16. Further announcements of program will be publicized as the planning goes forward.

Future Teachers Fear Social Taboos

BLOOMINGTON, IND.—Fear of community control of teachers' out-of-school conduct is still a major factor in discouraging prospective teachers, a survey at Indiana University has disclosed. From a questionnaire presented to first and second semester freshmen, I. U. School of Education professors found ignorance of the profession a principal reason for choosing other careers. Many who listed "low pay" as a drawback to teaching were ignorant of actual salary scales. Students also listed as undesirable features restricted private life, monotonous routine work, low social standing, lack of opportunity for advancement, rudeness of children, parental interference, too much supervision, too much responsibility and lack of tenure.

Lawyers to Lecture In Ohio Schools

COLUMBUS, OHIO—The St. Louis Bar Association's program for teaching American government and citizenship in high schools there is being prepared for Ohio schools. The Ohio Bar Association's committee on American citizenship at a meeting here unanimously approved the plan.

Under the St. Louis plan prominent bar association members deliver four lectures a year to high school classes on American constitutional principles in contrast to totalitarian or authoritarian doctrines. All lectures are free.

The bar association has appointed a subcommittee to draft an Ohio program. The subcommittee was directed "to study and revise the material prepared by the St. Louis Bar Association with the object of making it suitable for use not only in the high schools of Ohio but in the seventh and eighth grade classes also."

Prof. Ivey to Plan South's Regional Schools

TALLAHASSEE, FLA.—Prof. John E. Ivey of the University of North Carolina was chosen to prepare a detailed plan on which the South can build its regional education system.

A specialist on southern resources, Professor Ivey was named by a committee of educators to begin immediately an 18-month study of the region's needs and opportunities for interstate cooperation in training of youth in technical and professional fields.

Gov. Millard Caldwell of Florida, chairman of the 4-state regional council for education, said Professor Ivey's two major jobs will be to draft plans for setting up regional courses and research facilities where there is a need, and to prepare a long-range study on which the South can build a system of cooperative institutions designed to give southern youths the technical training they need without leaving the South.

Negro Teachers Win Georgia Pay Suit

ATLANTA—A Federal Court judge ruled recently that the Atlanta School Board had discriminated against Negro teachers, with salary inequalities, "on account of race or color" and ordered "a readjustment of salaries" within "a reasonable time."

Federal Judge E. Marvin Underwood said in deciding a five-year-old suit that the Negro teachers were "entitled to the relief sought."

"The court disclaims any power to fix the salaries of the teachers," his opinion said. "That is the right and within the province of the defendants. The court only decrees that the salaries may not, when so fixed, be discriminatory of color or race."

Average monthly salaries were listed thus: high school principals, white, $340; Negro, $240; elementary principals, white, $254.15; Negro, $167.53; high school teachers, white, $198.45; Negro, $145.65; elementary teachers, white, $160.19; Negro, $112.38.

Killian Succeeds Compton As M. I. T. President

BOSTON—Dr. James Rhyne Killian, Jr., has been named Massachusetts Institute of Technology's tenth president. He will succeed Dr. Karl T. Compton, who resigned the presidency after 18 years service to act as chairman of the Research and Development Board of the National Military Establishment in Washington.

Dr. Killian, 44, is the first M. I. T. graduate to become president of the institute. Described as a brilliant administrator rather than a scientist, he began his administrative duties in 1939 as executive assistant to Dr. Compton. He became executive vice-president in 1943 and vice-president two years later.

College Association Has Teacher Recruiting Plan

WASHINGTON—To encourage able young college men and women to enter teaching, a program has been set up by the Association of American Colleges in which outstanding seniors in the various member colleges are recommended to enter graduate school to prepare for this important profession. During the past year seniors in 140 colleges received such recommendations.

The students appointed are assured of immediate and expert help in solving financial problems, and are guaranteed one-year teaching appointments immediately following a year of graduate work. The second year the student will have opportunity to serve either as an assistant in the department of his special interest, bringing him into contact with experienced teachers, or as an instructor under the supervision of a regular member of his department.

By this time, the Association feels, the student will be prepared sufficiently to decide whether teaching should be his career, and will be helped in taking steps to complete his over-all training.

Devens College To End in June

FORT DEVENS, MASS.—Established as an overflow for veterans of World War Two, Devens College seems scheduled to peter out and disappear by the end of the present academic year. The army officer who has served as its head for the first two years, Dr. Edward Hodnett, recently resigned to become president of Fenn College in Cleveland. His title of Vice-President of the University for Devens College, has passed to the former dean of faculty, Dr. Wentworth Williams.

An original enrollment of 1,500 students reached a peak of 1,750 in a short time. This fall the number dropped to about 800 and further falling off is anticipated as the year goes on and the number of eligible students dwindles.

The school has occupied some of the buildings set up at Fort Devens by the army, and much of its equipment consisted of war surplus material. The institution is a loosely connected branch of the University of Massachusetts whose main campus is at Amherst.

School Bible Reading Held Legal in Maine

AUGUSTA, ME.—Atty. Gen. Ralph W. Farris said he would issue a formal ruling that Bible readings and prayer in Maine schools are constitutional.

The ruling was asked by school officials of Boothbay Harbor, where Frank C. Hughes of Squirrel Island had protested the practice. Hughes said it conflicted with a Supreme Court ruling.

In that case, Farris said, the complaint was against religious education in the schools of Champaign, Ill. Bible readings, required by Maine law, do not constitute religious education in a denominational or sectarian sense, Farris said.

The 66-year-old Hughes, a one-time municipal judge at Glendive, Mont., has threatened to test the Maine law in the courts.

Accompanied by Charles Smith of New York City, who said he represents the National Liberal League, Hughes sought a lawyer in Portland.

Smith said the league would finance court action in Maine to further "separation of church and state."

Illinois Merging Many School Districts

CHICAGO—For better education without big tax increases, Illinois is carrying out the most extensive school redistricting plan in the United States, according to the Municipal Finance Officers Association.

The number of local school districts has been reduced from 12,000 to 7,500 in the last three years, most of it in the last few months. Modern transportation makes this possible. School buses obviate the need for the small schools close to the homes served.

The larger districts can compete more effectively for able teachers.

Most of the Illinois redistricting is being done under a law passed last year. Each new district must be approved by the residents in the area affected.

To insure financially-strong new units, each must have a population of at least 2,000 and an assessed valuation of not less than $6,000,000.

Three years ago Illinois school districts averaged eight square miles. The average new districts is 120.5 square miles and its assessed valuation is $18,600,000.

The new districts are designed to be large enough to operate at least one good high school staffed by at least twelve teachers.

New Jersey Town Ends Negro School

FREEHOLD, N. J.—Three grammar schools and one high school here are running smoothly under a newly instituted practice of having Negro and white children attend classes together.

"The adjustment has been made; classes have started in without any real problem," Lloyd S. Cassel, supervising principal, said.

The Board of Education established the set-up by unanimous resolution last February. They ruled that pupils would attend whichever school is nearest their home, regardless of race. Previously, though it was not stated by law but effected by residential distribution, Negro children in grade schools had all attended the Court Street school and white children attended one of three other grade schools.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, March 3, 1933, and July 2, 1946, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1948.

State of Massachusetts, County of Suffolk, ss. Before me, a Notary Public, in and for the state and county aforesaid personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the foresaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher — New England Publishing Company, 8 Beacon Street, Boston, Mass.

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2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 8 Beacon Street, Boston, Mass.

Anson W. Belding, 277 School Street, Watertown, Mass.

Mrs. Isobel L. Owen, South Lynfield, Mass.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, and other securities are: (If there are none, so state.) none.

4. That the two paragraphs next above, giving the names of the owners, stockholders, if any, contain not only the list of the stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstance and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 6th day of October, 1948.

KATHERYN R. KEHOE.
Notary Public.

My commission expires July 1, 1954.

The Court Street school [illegible]sed, and when classes began, 140 of its [illegible]s were transferred to the other schools, officials explained. They said no plans have been announced for use of the closed building.

Latin Menaced By Lack of Teachers

Shortage of Latin teachers may snuff the subject from high school classrooms. Of the 800,000 high school students that are still taking Latin each year, only a minuscule proportion go on to college Latin, and the number of persons preparing themselves to teach the subject is negligible. Last year one Michigan teacher-training institution had 44 calls for Latin teachers; could supply only three.

Africans Request U.N. To Provide Schools

LAKE SUCCESS—Twenty-two Africans—living near one of the world's richest diamond fields—have written a simply worded appeal to the United Nations pleading for mass-education for the native peoples of Tanganyka.

The appeal asks for the establishment of more schools and particularly for instruction in scientific and technical studies.

Without such learning, the Tanganyka petition explains, the natives of the territory cannot even hope for a fairer share in the mineral wealth they help to extract from the African soil. Besides education, the twenty-two petitioners have asked the United Nations to try to expand the role of natives in local government, and to help eliminate the "color bar" against Africans.

U. S. Illiteracy Drops To 2.7 Percent

WASHINGTON, D. C.—There are 2,000,000 Americans over 14 who can neither read nor write, but that's a record low. This was the conclusion of the U. S. Census Bureau in reporting on a recent survey. The present rate of illiteracy is 2.7 percent as compared to 4.7 in 1930 and a whopping 20 percent in 1870.

The bureau credited this "marked progress" to compulsory school attendance and special training given illiterates in the armed services, among other factors.

Nevertheless, the bureau found, five of each 100 persons in farm areas and 11 out of 100 non-whites (nearly four times the general average) still cannot read and write. The illiteracy rate for non-whites—mostly Negroes, although American Indians and Asiatics were counted too—was six times as high as the 1.8 percent rate for white persons.

Grins Between Grinds

WORSE TO COME

A friend of ours has been trying to help his young daughter with her arithmetic homework. He tells us that neither of them is getting very far. Last night his daughter warned him that it was going to be even worse next week. "What happens then?" he asked.

"Well," said his fellow sufferer, "next week they're going to begin teaching us the dismal system."

MALCONTENT

An irate housewife was telling off the merchant at our local fruit stand the other morning. There ought to be a law, she declared, to protect customers against unripe, color-added fruit. Coldly he turned on her. "Look, Mrs. T.," he said, "I know you're not a Communist. I wouldn't even call you a Socialist. But I'm afraid your getting to be very liberal-minded."

EVEN AS YOU AND I

The mistress of a Mississippi plantation, inspecting the farm one day, heard the herder urge, "Git along, Stumbly; git along, Pokey; git along, Sleepy, Itchy, Jumpy, Greedy."

"Gracious," said the lady, "it looks as if you've thought up a different name for every one of these 40 cows."

"No, Ma'am, that ain't the way it is. You just let cows alone and they'll name themselves."

ON SAME SIDE

A private was walking down the street with his girl when they approached a Naval officer. The soldier saluted smartly and the gesture was returned. "Why do Army men salute Navy men?" she asked.

"After all, my dear," replied the soldier, "they are our allies."

WORN TO A SHADOW

Mandy was always complaining of being tired and never having an opportunity to rest.

One day her mistress said to her, "Mandy, you never seem to get rested in this world. When you get to Heaven you can sit down on the banks of the River of Life under the shade of the trees and rest forever."

Mandy replied: "No, Missus, I never will git to rest even in Heaven. 'Bout time I gets to set down good and drinkin' that water, Peter will come around and tap me on the shoulder an' say, 'Get up from there, Mandy, it is your turn to go out hantin'."

JUNIOR PSYCHOLOGIST

A psychology teacher told this one: His little girl who was convalescing from a sore throat was put back to bed a third time. Then her Ph.D. dad went through a lengthy explanation of just why she must stay in bed. Finally she interrupted him wearily with, "Oh, Daddy, why don't you just *make* me?"

THEY DISAPPEARED

When conversing with little Mary concerning her rabbits, I asked, "Do you have any little rabbits?"

"We *did* have," she answered.

"What happened to them? Did they die?" I inquired.

"No," Mary answered calmly, "they got *big*."

SHORT ESSAY

The social science class had been told to write themes on the subject, "Who Is a Real American?" One member wrote an essay just two words long: "I am." He was a full-blooded Ottawa Indian.

OFTEN BORING

A little girl kept complaining because her parents never let her stay up. One evening her mamma and papa had company so they told their daughter she didn't have to go to bed. After an hour or two of listening to all the stuffy grown-up conversation she could stand, she said: "May I go to bed now, Mother? I'm tired of this night life."

DRY JOKER

"Hmmm," said the tourist, "looks like we might have some rain."

"Could be," drawled the man from the dry western plains. "I shore hope so. Not for myself, but for the kids. I've seen it rain."

NOT SO FUNNY

Clerk: These are exceptionally strong shirts, sir. They simply laugh at the laundry.

Customer: Yes, I know that kind. I had some come back with their sides split.

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